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The Effects of Explicit Instruction Targeting Social-Emotional Learning Competencies on the
Improvement of Expressive and Receptive Vocabulary Development for First-Grade Students
Identified with Speech-Language Deficits

Anna Perry

In fulfillment of COEHP Honors Research Thesis

University of Arkansas COEHP Honors Student

Communication Sciences and Disorders

Spring 2022



The Effects of Explicit Instruction Targeting Social-Emotional Learning Competencies on the Improvement of Expressive and Receptive Vocabulary Development for First Grade Students Identified with Speech-Language Deficits

Anna Perry, Honors Communication Sciences and Disorders Program; Angela Elsass, Ed.D., Rachel Glade, Ph.D. CCC-SLP, University of Arkansas, Fayetteville



Introduction

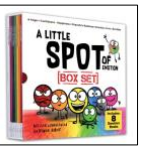
Studies have shown that predictors of academic success include competence in social-emotional learning (SEL) skills and self-management of behaviors (McClelland et al., 2007). Durlak (2011) concludes that students who are self-regulated are generally motivated to set high academic goals, have coping skills to manage stress, are better able to organize their approach to learn and get better grades. SEL programs can enhance students' behavior and prosocial skills, which reduces conduct issues and can improve academic performance for both grades and achievement tests.

According to Crim et al. (2008), "the foundation of all learning is rooted in the development of language and literacy abilities (p.17)". The absence of proper language development inhibits an individual's ability to develop literacy skills, which in turn prevents the individual from developing lifelong learning skills, resulting in negative life outcomes.

Purpose

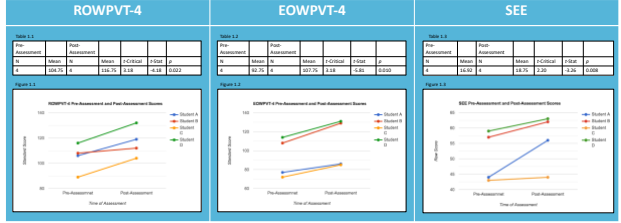
Research Question: "What are the effects of explicit instruction targeting social-emotional learning competencies on the improvement of expressive and receptive vocabulary development for first grade students identified with speech-language deficits?"

The purpose of this study was to investigate the effects of explicit instruction targeting social-emotional learning competencies on the improvement of expressive and receptive vocabulary development in children identified with language deficits, as well as additional behavioral disorders and developmental disabilities. By implementing and explicitly teaching social-emotional learning skills through targeted instruction, the researcher investigated the effects of explicit instruction on the social-emotional development and expressive and receptive vocabulary of first grade students.



Results

Data were analyzed using a paired-sample t-test with an alpha level set at 0.05 to measure the statistical significance between the average scores of each participant before and after the intervention period. The analyses of all three assessments (the ROWPVT-4, the EOWPVT-4, and the SEE) revealed a statistically significant difference between pre-intervention and post-intervention scores. The means were compared using a paired-sample t-test and the researcher determined that the t-Stat was higher than the t-Critical, which indicates an increase in participant scores between the pre-assessment and the post-assessment, revealing a statistical significance. Table 1.1, Table 1.2, and Table 1.3 represent the results of the paired t-tests. Figure 1.1, Figure 1.2, and Figure 1.3 represent the average pre-assessment value and the average post-assessment value of each of the four participants.



5 Targeted SEL Competencies

- Self-awareness** encompasses "the ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose" (CASEL, 2021).
- Self-management** encompasses "the abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals" (CASEL, 2021).
- Social awareness** encompasses "the abilities to understand the perspectives of others and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports" (CASEL, 2021).
- Relationship skills** encompass "the abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed" (CASEL, 2021).
- Responsible decision-making** encompasses "the abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, to evaluate the benefits and consequences of various actions for personal, social, and collective well-being" (CASEL, 2021).

Design and Methodology

This study was designed with the intention of benefit for the participants of this study by improving expressive and receptive vocabulary, as well as their social emotional skills. The intervention took place in a speech-language therapy setting in an elementary school in the Fayetteville Public School District. The school speech-language pathologist aided in choosing participants and assisted in guiding each intervention session. The participants consisted of four first-grade males who were identified with speech-language deficits.

The intervention in the study took place in 45-minute sessions, two times per week, for approximately 12 weeks, with a total of 23 sessions. The plan for instruction varied for each session. The first four weeks included building relationships and rapport with students through multiple activities, discussions, games, and videos related to the five social-emotional learning competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. The remainder of the intervention included explicit instruction while reading, discussing, and engaging in activities related to the mentor text series, *A Little Spot of Emotion*.

In order to assess the students' receptive and expressive language skills, the Receptive and Expressive One-Word Picture Vocabulary Test (ROWPVT-4 and EOWPVT-4) were administered pre-intervention to establish baseline data and post-intervention to determine the impact of intervention. In order to assess the students' social-emotional skills, the Social Emotional Evaluation (SEE) testing protocol was administered before the intervention and at the conclusion to determine gains.

Conclusions

The results from this study reflect a positive effect on the development of receptive and expressive vocabulary skills and SEL competencies for all four of the participants. It can be concluded that the intervention was effective for improving the skills that were targeted for these participants throughout the intervention period.

- Positive Limitations:**
- Natural and familiar setting of intervention for participants
 - Researcher/Supervisor relationship was positive and constructive to the project
 - Behavioral reinforcement and self-monitoring strategies were effective in managing participant behavior
- Negative Limitations:**
- Imbalances in the group of participants: every student was unique with different challenges and needs
 - The intervention took place at the end of the day after recess, participants were often disheveled and distracted
 - Behavioral issues: resulted on frequent required redirections throughout intervention sessions, resulting in loss of time on task

Acknowledgements

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- Intervention supervision and assistance courtesy of Mrs. Candice Bottoms M.S. CCC-SLP
- Assessment and statistical support courtesy of Mrs. Elizabeth Williams M.S. CCC-SLP

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Abstract

Background/Introduction: Studies have shown that both social-emotional and behavioral aspects are deeply intertwined with academic success (McClelland et al., 2007). This study was designed to examine the effects explicit instruction targeting social-emotional learning may have on the vocabulary skills of first-grade students identified with language deficits, behavioral disorders, and developmental disabilities. Purpose: The purpose of this study was to investigate the effects of explicit instruction targeting social-emotional learning competencies on the improvement of expressive and receptive vocabulary development in children identified with language deficits, as well as behavioral disorders and developmental disabilities. By implementing and teaching social-emotional competencies through explicit instruction, the researcher investigated the impact the explicit instruction had on the social-emotional development, expressive vocabulary and receptive vocabulary of first-grade students. Methodology: The intervention in the study took place in 45 minutes sessions, two times a week, for approximately 12 weeks. The plan for instruction was different for every session. The first four weeks included building rapport with students, as well as multiple read aloud books, activities, discussions, games, and videos related to all of the five social-emotional learning competencies. The remainder of the intervention period included reading, discussing, and engaging in activities related to the mentor text series *A Little Spot of Emotion*. The following research question was addressed: “What are the effects of explicit SEL instruction on expressive and receptive vocabulary in first-grade students identified with language deficits, developmental disabilities, and behavioral disorders?” In order to assess the students’ social-emotional skills, the Social Emotional Evaluation (SEE) was used. In order to assess the students’ receptive and expressive language skills, the Receptive and Expressive One Word Picture Vocabulary Test (ROWPVT-4 and EOWPVT-4) were used. All three

assessments were administered pre-intervention and post-intervention to establish baseline data.

Anecdotal data were collected throughout the intervention period to monitor and note student progress. The post-assessment results were examined and compared to the baseline data.

Results: Data were analyzed using a paired-sample *t*-test with an alpha level set at 0.05 to

determine if a significant difference existed between the pre-assessment and post-assessment scores. Anecdotal notes were analyzed to determine trends and themes that appeared. All data

gathered were meticulously examined and analyzed to determine changes and trends, and then

conclusions were drawn. Discussion/Conclusion: The results of this study show positive effects

on expressive and receptive vocabulary development and social-emotional skill development in

first-grade students identified with language deficits, developmental disabilities, and behavioral

disorders. The results show statistical significance for receptive and expressive vocabulary

development and improvement was made in the area of social-emotional learning. Overall, it can

be concluded through data that this intervention had a positive effect on receptive and expressive

vocabulary development and social-emotional learning skills for these first-grade students

identified with language deficits, developmental disabilities, and behavioral disorders.

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Chapter I

Introduction

This chapter will explain the purpose of the study, background of the problem, definitions of terms, significance of the study, the primary research question, and a summary. This chapter provides details on the research study and goes into depth on the topics of explicit instruction, social-emotional learning (SEL) and vocabulary development.

Purpose of the Study

The purpose of this study was to investigate the effects of explicit instruction targeting social-emotional learning competencies on the improvement of expressive and receptive vocabulary development for first-grade students identified with speech-language deficits. By implementing and teaching social-emotional competencies through explicit instruction, the researcher investigated the effects of explicit instruction on the social-emotional development and expressive and receptive vocabulary of first-grade students.

Background of the Problem

“SEL can help all young people and adults thrive personally and academically, develop and maintain positive relationships, become lifelong learners, and contribute to a more caring, just world” (CASEL, 2021, Fundamentals of SEL section). In order to achieve academically, not only do students need scholastic support, they also need social-emotional support. Students lacking social-emotional skills often begin to lose motivation and feelings of connectedness as they progress through the expected stages of development. Lack of social communication and language skills may have an unfavorable impact on academic success, as well as positive peer relationships (Blum & Libbey, 2004, as cited in Durlak et al., 2007). Social-emotional skills are

not innate to humans, and because not all children learn them at home, schools and other educational institutions are a great place to reinforce these life skills (Options for Youth, 2019).

According to Biemiller and Slonim (2001), a child's mean vocabulary by the end of the second grade should be approximately 5,200 root words, and by grade five, should grow to around 8,400. Biemiller and Slonim's study concluded that between the third grade and the fifth grade, children in the lowest quartile were, on average, learning more root words per day than those in the highest quartile. However, despite what seemed to be adequate vocabulary growth and development, by the fifth grade, those children found to be in the lowest quartile had only achieved the average vocabulary skills of a fourth-grade child. This is most likely due to their limited vocabulary instruction in the second grade. Findings suggest that targeting explicit vocabulary instruction during the early school years could decrease this disparity.

Biemiller (2003) reestablishes the importance of early intervention in vocabulary instruction to close the gap that widens between kindergarten and the second grade for struggling learners. His research shows that individual differences do not become discernible until the third grade, and at that point, trying to catch up is extremely difficult. Although vocabulary skills are required for academic progress and accomplishment, research again finds that vocabulary instruction does not receive the focus in school settings necessary for all students to succeed (Biemiller & Slonim, 2001).

Definitions of Terms

Social Communication Disorder (SCD): SCD is “characterized by difficulties with the use of verbal and nonverbal language for social purposes. Primary difficulties are in social interaction, social cognition, and pragmatics” (ASHA, n.d.). This definition is consistent with the diagnostic criteria for Social (Pragmatic) Communication Disorder detailed in the Diagnostic and

Statistical Manual of Mental Disorders, 5th Edition (DSM-5; American Psychiatric Association [APA], 2013).

Autism Spectrum Disorder (ASD): ASD “refers to a broad range of conditions characterized by challenges with social skills, repetitive behaviors, speech and nonverbal communication” (Autism Speaks, n.d.).

Attention Deficit/Hyperactivity Disorder (ADHD): ADHD is one of the most common neurodevelopmental disorders of childhood and can cause individuals to have trouble paying attention, controlling impulsive behavior, act without thinking, or be overly active (CDC, 2021).

Vocabulary instruction: According to The National Reading Panel (2000), dependence on a single vocabulary instruction method is not advantageous. For optimal vocabulary learning, a variety of methods must be used effectively, including a focus on a the combined use of several media and instruction, a variety of rich contexts, and the level of exposure an individual has to the vocabulary words (NPR, 2000).

Vocabulary development: A child’s mean vocabulary by the end of the second grade should be ~5,200 root words and should grow to ~8,400 root words by the fifth grade (Biemiller and Slonim, 2001).

Direct/Explicit Instruction: Explicit instruction refers to a type of instruction that does not leave anything to chance, nor make any assumptions about knowledge that children will gain on their own (Torgesen, 2004, as cited in Reutzel et al., 2014).

Indirect Instruction: Indirect instruction is a teaching approach that uses inquiry and encourages higher order thinking skills in an environment that encourages problem-solving and/or project-based learning. Indirect instruction is based on the philosophy of constructivism,

which states that people derive and construct meaning from their own experiences (“Indirect Instruction”, 2015).

Receptive Language: Receptive language refers to an individual's ability to understand and process information provided in a variety of ways. This can include spoken word, body language, symbols, movements, and various other modes of communication (Wallace, 2020).

Expressive Language: Expressive language refers to an individual's ability to convey ideas, thoughts, and emotions through a variety of ways. This can include spoken word, body language, symbols, movements, and various other modes of communication (Wallace, 2020).

Intervention: “Classroom intervention is a set of steps a teacher takes to help a child improve in their area of need by removing educational barriers (Lynch, 2019).” Behavior interventions can address a child's problem behavior in the classroom, while instructional interventions address a child's academic problem areas (Lynch, 2019).

Social-Emotional Learning (SEL): SEL is “the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions (CASEL, n.d.).

Five social-Emotional Learning competencies: (1) Self-awareness is defined as the ability to “understand one's own emotions, thoughts, and values and how they influence behavior across contexts” (CASEL, n.d.). (2) Self-management is defined as the ability to “manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations” (CASEL, n.d.). (3) Social Awareness is defined as the ability to “understand the perspectives of and empathize with others, including those from diverse

backgrounds, cultures, and contexts” (CASEL, n.d.). (4) Relationship Skills is defined as the ability to “establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups” (CASEL, n.d.). (5) Responsible decision-making is defined as the ability to “make caring and constructive choices about personal behavior and social interactions across diverse situations” (CASEL, n.d.)

Mentor Texts: “Mentor texts are written pieces that serve as an example of good writing for student writers. The texts are read for the purpose of studying the author’s craft, or the way the author uses words and structures the writing” (Thompson & Reed, 2019).

Significance of the Study and the Primary Research Question

Studies have shown that both social-emotional and behavioral aspects are deeply integrated with academic success (McClelland et al., 2007). This study was designed to examine the effects of explicit instruction targeting SEL competencies on the improvement of expressive and receptive vocabulary development for first-grade students identified with speech-language deficits. If the intervention strategies used during this study improve expressive and receptive language skills in the participants, others may choose to utilize similar strategies. The following research question was addressed: “What are the effects of explicit instruction targeting social-emotional learning competencies on the improvement of expressive and receptive vocabulary development for first-grade students identified with speech-language deficits?”

Summary

This section gives a brief overview of the research project, specifically how explicit instruction targeting SEL competencies on the improvement of expressive and receptive vocabulary development for first-grade students identified with speech-language deficits.

This study is separated into five chapters. Chapter I has offered a statement of introduction and explanation of this study. Chapter II will provide a review of literature concerning SEL and vocabulary development, as well as information regarding participant challenges. Chapter III will explain the methodology for the research study within which the setting, participants, data collection methods, instruments used, and design for analysis will be discussed. Chapter IV will discuss the results of the study. The baseline data, intervention methods, pre-assessments, post-assessments, and comparison of data will also be explained within this chapter. Finally, Chapter V will include the conclusions, limitations, implications, and recommendations for the study.

Chapter II

Review of Relevant Literature

Introduction

The goal of this chapter is to review the relevant literature relating to social-emotional learning (SEL) competencies and vocabulary acquisition for children who are ages six to seven years old, in the first grade. First, the social, emotional, physical, and cognitive developmental milestones and capacities of first-grade children will be discussed. Next, the challenges of the participants in this study will be considered, with explanation on the prevalence and characteristics of Autism Spectrum Disorder (ASD) and Attention-deficit/hyperactivity disorder (ADHD). A rationale for the study will be provided with relevant literature and information about the importance of SEL in regard to successful academic and life outcomes. Relevant literature about language and vocabulary acquisition is also addressed in this chapter.

Developmental Milestones of First-Grade Children

The average age for children in the U.S. in the first grade is six to seven years old. According to Wood (2007), by age six, children have a tremendous capacity for enjoyment. They become more ambitious and competitive, often taking on tasks that are going to be too difficult. However, they often care more about the process and less about the product. They learn best through discovery, asking questions, and enjoy using enthusiastic language. Pertaining to motor functions, six-year-old children have an increase in visual tracking from left to right, which prepares them for reading words and sentences. They are far more aware of their hands and fingers as tools and will often use them to express thoughts and feelings through writing, drawing, painting, and other forms of expression.

By the age of seven, Wood (2007) claims that children have improved their listening and speaking skills. Children in the seven-year-old developmental stage are quickly increasing their vocabulary and showing considerable interest in word meanings. They often become very sensitive and moody and demand more structure, security, and reassurance from adults, as they are frequently changing friends and meeting new peers. They feel frustration when they make errors, work harder to correct them, and are eager to reflect on what they have learned. Clearly, there are many developmental changes taking place during the transition from age six to age seven.

Challenges of Participants

A major challenge for 21st-century schools involves serving culturally diverse students with varied abilities and motivations for learning (Learning First Alliance, 2001, as cited in Durlak et al., 2011). Disabilities like Autism Spectrum Disorder (ASD) and Attention-deficit/hyperactivity disorder (ADHD) have become increasingly prevalent in the public school setting. According to Lyall et al. (2017), the population of individuals diagnosed with ASD in 2017 was estimated at approximately 1.5% in developed countries. Recent research estimates that the prevalence of ASD has risen approximately 10% from the 16.8 diagnosis per 1,000 children in 2014 to the 18.5 diagnosis per 1,000 children in 2016 (Maenner et al., 2017). In 2016, approximately 6.1 million children in the United States, between the ages of 2–17 had received an ADHD diagnosis (Danielson et al., 2018).

Autism is characterized by persistent deficits in social communication and social interaction across multiple contexts (APA, 2013). Individuals with ASD display a broad range of strengths and weaknesses, with a variety of intellectual abilities ranging from superior intelligence to below grade level proficiency (Randi et al., 2010). ASD can have effects on

language, cognition, and social cues; all three very important components of normal development in children. Despite its continuously increasing prevalence, ASD “remains a disability with no clear cause, limited diagnostic tools, and limited published research on medical and educational intervention (Nicholas et al., 2008, p.135).

Attention-deficit/hyperactivity disorder is one of the most common neurodevelopmental disorders of childhood that can cause children to have difficulties paying attention, controlling impulsive behaviors, and increased movement (CDC, 2021). Children with ADHD diagnosis often display much higher levels of emotional lability and greater challenges with self-regulation than typical, developing children (Anastopoulos, 2010). A study by Gremillion et al. (2017), provides evidence that poor vocabulary skills and working memory are associated with elevated ADHD symptoms in preschool age children. Although ADHD is believed by most scientists to have a genetic foundation, the causes of the disorder are yet to be completely known and understood.

Relationship Between Gender and Behavior

Male and female brains differ in many ways, including structural components and methods of processing different stimuli (Albirawi, 2018). Therefore, it is no surprise that male and female brains develop at different rates, giving each gender advantages at different points in development. In fact, beginning right after birth, a female’s left hemisphere responds to verbal sounds more quickly than a male infant (Eliot, 1999, as cited in Albirawi, 2018). Overall, studies show that females mature at a faster rate than males in most categories (Dwyer, 1973). This difference in cognitive abilities continues into school-age years as well. According to a study by Reilly et al. (2019), females significantly outperformed males in both reading and writing skills across all ages. Although there is variability in every study regarding gender differences in

development, there is still evidence to support that females reach developmental milestones more quickly than males.

There are also gender differences in relevance to different disorders. According to Ramtekkar et al. (2011), in general, the chance of male children being diagnosed with ADHD compared to female children is approximately 4:1. Additionally, just like ADHD, males are also more likely to be diagnosed with ASD. Autism Spectrum Disorder has a male to female ratio of approximately 4:1 as well (Fombonne, 2009). Being male appears to be a significant risk factor for pathologies of communication, speech, and language (Adani & Capanec, 2019). Overall, males seem to have weaker capacities for language acquisition (Adanie & Capanec, 2019).

Rationale for Study

When attempting to support a child with ASD and/or deficits in language development, early intervention is key. Research has found that early diagnosis and intervention for children with autism can improve overall development and future outcomes (Autism Speaks, n.d.).

The Collaborative for Academic, Social, and Emotional Learning (CASEL), the organization that coined the term SEL, is dedicated to making SEL competencies a fundamental component of the education system. *CASEL* defines SEL as the “process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions” (CASEL, 2021). *CASEL* identifies five core SEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. These competencies provide a framework for how they can be integrated within school and classroom settings.

Not only is SEL very important in regard to overall life outcomes, it is equally as important in promoting academic performance and boosting lifelong learning skills (Zins et al., 2004). There is evidence that supports the need for increased SEL instruction in classrooms for positive effects on math and reading achievements in school age students (McCormick et al., 2015). Multiple studies have recognized the benefits of school based SEL intervention programs and the effects they can have on behavior and academic success (Ura et al., 2019). Many states have already begun the process of integrating SEL competencies into their curricula. A meta-analysis of school based SEL interventions by Durlak et al. (2011) discusses findings that document the positive outcomes that SEL intervention programs can have for enhancing academic performance on achievement tests and grades.

According to Crim et al. (2008), “the foundation of all learning is rooted in the development of language and literacy abilities (p.17)”. The absence of proper language development inhibits an individual’s ability to develop literacy skills, which in turn prevents the individual from developing lifelong learning skills, resulting in negative life outcomes. In order to avoid literacy failure, educators must be aware of the science of reading research and what instructional strategies should be used to support emergent literacy. According to The Reading League (2022), the term Science of Reading is referring to an extensive body of interdisciplinary research and literature that encompasses thousands of studies about reading and writing, as well as issues related to these topics. It helps educators teach literacy through evidence-based practices to prevent children from falling behind in their academic achievement.

Snow et al. (1998) discusses research that shows the need for kindergarten literacy instruction to be designed to stimulate verbal interaction, enrich children's vocabularies, and encourage talk about books. Receptive vocabulary, if focused on at the onset of formal

schooling, is one of the literacy-related components that is shown to significantly reduce the number of children with reading difficulties (Snow et al., 1998). One major predictor of illiteracy is the age of which a child learns to read. If a child cannot read by age nine, 70 percent of these children who are struggling to read will suffer a lifetime of illiteracy (Shaywitz, 2003, as cited in Lyon and Chhabra, 2004). By providing children the support needed to be proficient readers at an early age, educators can increase their opportunity for becoming successful, lifelong learners.

Relevant Literature

According to Biemiller (2004), there is a major vocabulary gap between school-age students in the highest quartile compared to those in the lowest quartile, and this gap can be closed, or at least reduced, by explicit vocabulary instruction. The average child acquires nearly 6,000 vocabulary words by the end of the second grade, while those in the lowest quartile acquire only about 4,000 vocabulary words by this time (Biemiller, 2001). Evidence supports that vocabulary acquisition is influenced by language assistance at home, as well as instruction at school, indicating that size and complexity of a child's vocabulary is not due to some innate vocabulary capacity (Biemiller, 2003). Biemiller (2003) stresses the importance of early vocabulary intervention because the effects of low vocabulary skills on reading comprehension are not usually evident until the comprehension of written materials is necessary for academic achievement. At that point it is incredibly difficult for these students to catch up to their peers for achieving grade-level proficiency.

Research has identified a number of strategies for effective vocabulary instruction. Children can improve their vocabulary through indirect and direct instruction. Sedita (2005) provides multiple examples of both instructional strategies and how they can be implemented by classroom teachers. One effective indirect method of vocabulary instruction is repetition (Sedita,

2005). Acquiring a full understanding of a new word can take time and repetitive exposure for familiarity with the word. Children can gain exposure to new words in different contexts through independent reading, as well as read alouds.

An example of effective direct vocabulary instruction is providing students with explicit instruction for specific words (Sedita, 2005). Sedita (2005) suggests that although it is not realistic to aim that children receive explicit instruction for every single word they are going to learn over their academic career, focusing on key words that are recurring, relevant, and meaningful to the context can be very beneficial. Explicit vocabulary instruction has proven to equip students with evident and consistent gains in reading (Shanahan, 2005).

Research strongly suggests explicit vocabulary instruction to support literacy acquisition in the classroom. There are a number of research-based explicit vocabulary instruction strategies that educators can utilize. Kamil et al. (2008) points out four recommendations for explicit vocabulary instruction; 1) dedicating classroom time to explicit vocabulary instruction prior to encountering the specific words in text, 2) repeated exposure to new vocabulary words through both oral and written contexts, 3) providing plenty of opportunities to use the words in multiple different contexts, and 4) equip students with strategies to independently learn new vocabulary, like teaching prefixes, roots, and suffixes to derive meaning from new words.

CASEL provides a framework for the five core competencies of SEL; (1) self-awareness, which includes the ability to recognize one's strengths and weaknesses with a sense of confidence and purpose, (2) self-management, includes the ability to delay gratification, effectively manage stress, and feel motivation to achieve goals, (3) social awareness, is the ability to feel compassion, understand broader historical and social norms for behavior in various settings, and recognize resources and supports, (4) relationship skills, include the ability to

communicate effectively, listen actively, cooperate, work collaboratively to solve problems and resolve conflict, navigate settings with various social and cultural demands and opportunities, provide leadership, and seek or offer help when needed, and (5) responsible decision making, is the ability to acknowledge ethical standards and safety concerns, and to assess the benefits and consequences of various actions (2021).

Another intervention that has been proven successful through research is the use of academic and social-emotional support for students is the use of peer support groups. Peer support groups can provide various benefits across multiple content areas and social settings. A study by Pratiwi and Mangunsng (2020) resulted in peer support groups positively affecting the academic self-concept of students with special needs in third to fifth grades. Peer support groups have also been used to reduce symptoms of depression in adults (Pfeiffer et al., 2011). In a study by Lee and Chang (2017) peer support intervention improved the reading comprehension skills of fifth graders. Peer support groups are clearly an effective form of intervention that can be utilized with various age groups for achieving multiple goals.

The use of mentor texts is another effective intervention for emergent literacy. A study by Corden (2011) found that the writing quality of students ages 7-11 improved after instruction using mentor texts. According to Thompson and Reed (2019), a good mentor text will be age appropriate and understandable for the students, as well as relevant to what is being taught in order to convey ideas and skills that students need to understand. Mentor texts provide models of writing that allow students to learn techniques and strategies used by the author, so they can in turn, apply the methods to improve their own writing (Thompson & Reed, 2019).

Summary

This review of relevant literature summarized the importance of vocabulary development and the role it plays in literacy development. Students who have been diagnosed with speech-language deficits, developmental disabilities, and behavioral disorders can benefit emotionally and academically from explicit SEL support and intervention, because SEL and academic achievement are very much intertwined. For the purpose of this research, explicit instruction on expressive and receptive vocabulary development was utilized through learning activities that had embedded SEL skills. The next chapter will describe the methodology that was used to investigate the effects of explicit vocabulary instruction for improved expressive and receptive development of first-grade students.

Chapter III

Methodology

Introduction

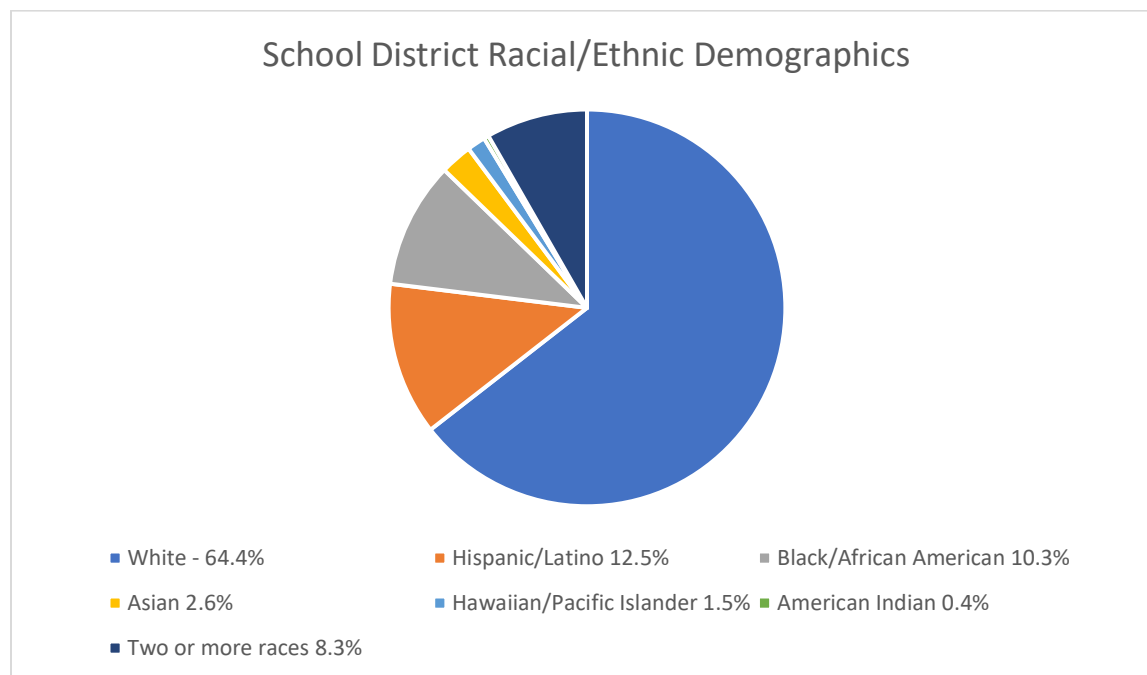
This study investigates the effects of explicit instruction targeting SEL competencies for the improvement of expressive and receptive vocabulary development of first-grade students identified with speech-language deficits. The study was designed with intentions to benefit the participants of this study by improving social-emotional skills, as well as their receptive and expressive vocabulary. This section will describe the setting of the study, participants, methods of data collection, and the intervention that was used. An explanation of how baseline data was collected along with methods for analyzing data collection will also be described.

Description of District and School Demographics

This section will discuss specific school district information, how the study was implemented each week, the intervention schedule, and data collection methods.

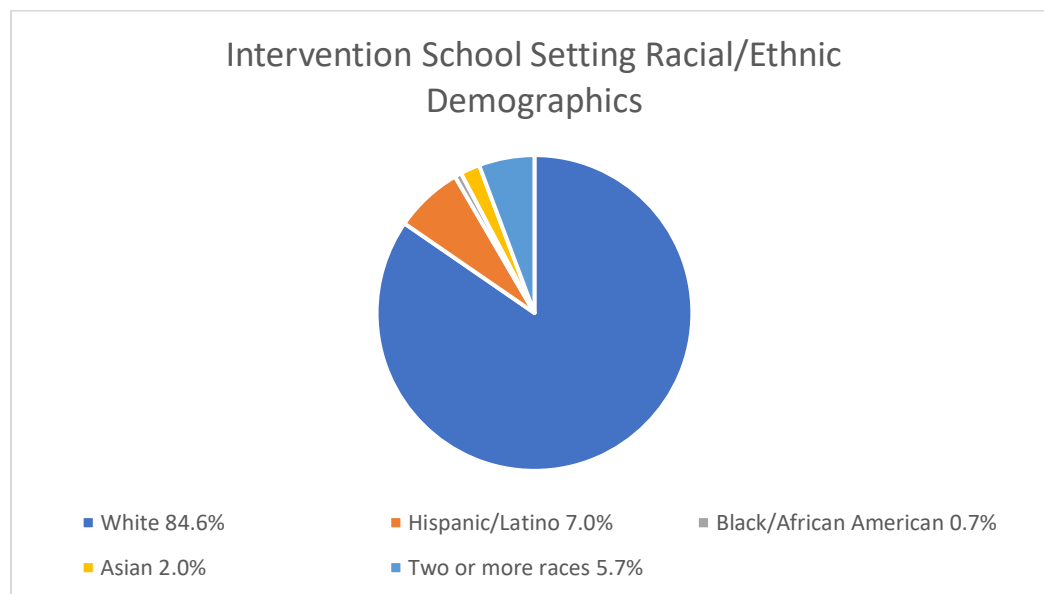
District Setting. This study took place at an elementary school in a public school district in Northwest Arkansas that serves 10,349 students from kindergarten to twelfth grade. Demographic information provided in this section is based on the 2021-2022 academic year, as well as the 2020-2021 academic year (ADE Data Center, 2021). This district serves from pre-kindergarten through the twelfth grade. The racial and ethnic demographics for the school district consist of 64.4% White students, 12.5% Hispanic/Latino, 10.3% Black/African American, 2.6% Asian, 1.5% Hawaiian/Pacific Islander, 0.4% American Indian, 8.3% of students identifying as two or more races. Demographic information in this section was retrieved from the 2021-2022 District Report Card (Arkansas Department of Education, 2022). Figure 3.1 illustrates the racial demographics for the school district in which the research study was conducted.

Figure 3.1. School District Racial/Ethnic Demographics



School Setting. The elementary school where the study took place serves 458 students. Of the total number of students in the school, 0% of students qualify as low income, 2% are English Language Learners, and 12% are eligible to receive special education. Racial demographics for the elementary school consist of 84.6% White students, 7.0% Hispanic/Latino, 5.7% identifying as two or more races, 2.0% Asian, 0.7% Black/African American, 0.0% Hawaiian/Pacific Islander, and 0.0% American Indian. This data is based on the 2021-2022 School Report Card (Arkansas Department of Education, 2022). Figure 3.2 illustrates the racial demographics for the elementary school in which the intervention was implemented.

Figure 3.2. Racial/Ethnic demographics of the school where the intervention was implemented



Intervention Setting and Participants

Intervention Setting. This research study took place in the speech-language therapy classroom in the elementary school setting and the intervention was implemented through small group instruction. The school speech-language pathologist supervised and assisted in guiding each intervention session. In this room, there was access to the speech-language pathologist's materials, including games, paper, crayons and markers, books, and a projector and projector screen.

Participants in the Study. Participants in this study were chosen by the school's speech-language pathologist, based on the description of the needs for this research. Originally, five male first-grade students were chosen to participate in the intervention. However, parent/guardian consent was not obtained for one of the students. Assessments were not administered, nor was any data recorded for this student. The participants for the purpose of this study and data analysis were four male students, ages 6-7, in the first grade. The group consisted

of 3 White students and 1 Asian student, all who qualify and receive school-based speech-language therapy. To maintain confidentiality, the four children who participated in this study will be referred to as Student A, Student B, Student C, and Student D.

Student A. Student A has a speech-language impairment, as well as behavioral challenges in the classroom.

Student B. Student B has a speech-language impairment, an autism diagnosis, an ADHD diagnosis, and behavioral challenges in the classroom.

Student C. Student C has a speech-language impairment and an ADHD diagnosis.

Student D. Student D has a speech-language impairment and a diagnosis of autism.

Behavioral Reinforcement and Monitoring. Participant behavioral challenges were a persisting issue throughout the duration of the intervention period. There was an incentive program introduced at the beginning of intervention because behavioral challenges were anticipated, but multiple additional incentives were eventually utilized to improve behavior.

A punch card incentive program was the original behavioral reinforcement plan (See Appendix A). Each student had a punch card with their name on it, and if behavior expectations were met during the intervention session, the participant would get a hole punch in their card. Once the participant had five-hole punches, they were allowed to choose a prize from the treasure box of candy. After every five-hole punches, the participant received a new punch card and the process started over again.

As behavioral challenges persisted, the speech-language pathologist assisted the researcher in developing a game day incentive using popsicle sticks. Throughout the intervention period, we began implementing occasional game days using board games that promoted various SEL skills. The researcher assigned each participant three colored popsicle sticks and put them

all together into a cup. If participants were not following behavioral expectations during intervention sessions, their sticks would be removed from the cup. If a participant lost all three popsicle sticks during one intervention session, that participant would not be allowed to attend the next game day.

Confidentiality

Permission to conduct this study was sought and granted from the University of Arkansas Institutional Review Board ([IRB], (See Appendix B), the administration of the school district where the study took place (See Appendix C), as well as the principal of the elementary school (See Appendix D) and school speech-language pathologist (See Appendix E). Permission to participate in this study was obtained prior to the commencement of the project. An informational letter (See Appendix F), along with informed consent letter (See Appendix G), was sent home with each student and a signature from the parent/guardian was required before data for that child were collected and reported.

The informed consent explained the purposes and procedures of the study. It also explained that participation was completely voluntary and there would be neither a reward nor a penalty for participation. It further explained that the child could withdraw from the study at any time without penalty. Confidentiality was maintained to the extent allowed by the state and federal law and University of Arkansas policy and assured by the researcher through the establishment of a code. Only the researcher had access to the code and all the data were stored on a computer that required a security code for access.

Data Collection Instruments

In order to assess the students' social-emotional skills, the *Social Emotional Evaluation (SEE)* testing protocol was administered before the intervention and at the conclusion. In order to

assess the students' receptive and expressive language skills, the *Receptive and Expressive One Word Picture Vocabulary Test* (ROWPVT-4 and EOWPVT-4) was administered pre-intervention and post-intervention to establish baseline data.

Social Emotional Evaluation. The *SEE* was administered in order to assess each participant's social and emotional skills before and after intervention. The *SEE* is a published testing protocol by Elizabeth Wiig, Ph.D. It includes five subtests for assessing social language; however, only two of the five subtests were deemed to be developmentally appropriate for the participants. The first subtest used was *Identifying Common Emotions*, in which the child is shown four pictures of faces and asked to identify which face shows a specific emotion. The second subtest used was *Identifying Emotional Reactions*, in which the child is asked to match a picture of a face displaying a specific emotion to a picture that elicits the same emotion from a choice of four pictures. The differences in the performance of participants on the assessments from before and after intervention were analyzed to determine the effects of explicit instruction on the social-emotional skill development of participants in the study.

Receptive/Expressive One Word Vocabulary Tests. The ROWPVT-4 and the EOWPVT-4 were administered in order to assess receptive and expressive language skills for each of the participants. The basal for these assessments was based on the chronological age of each participant, and then officially established by eight consecutive correct responses. During the ROWPVT-4, each student was prompted with a spoken word and asked to match it with the appropriate illustrated picture. The ceiling was established once six incorrect responses out of eight consecutive items were recorded. During the EOWPVT-4, each participant was asked to use one word to name a word, object, or concept when prompted with an illustrated picture. The ceiling was established by six consecutive incorrect responses.

Other Data Collection Methods

Anecdotal Records. Anecdotal data were collected throughout the intervention period to monitor and make note of trends and themes related to social-emotional skills, behavior, and use of receptive and expressive skills.

Post-data analysis. The participants' SEL skills, expressive, and receptive vocabulary skills were established prior to intervention and the effects of the intervention were determined at the conclusion of the intervention through post-assessment. To determine the effectiveness of explicit instruction targeting SEL competencies for improving expressive and receptive vocabulary improvement, the same assessments that were administered pre-intervention were also administered post-intervention.

The post-assessment results were examined and compared to the baseline data. A paired samples *t*-test was conducted to determine if a significant difference existed between the pre-assessment and post-assessment scores. Anecdotal notes were analyzed to determine trends and themes that appeared. All data gathered were meticulously examined and analyzed to determine patterns and trends, and then conclusions were drawn.

Intervention Strategies

The intervention in the study took place in 45 minutes sessions, two times a week, for approximately 12 weeks, with a total of 23 sessions. The plan for instruction was different for each session. The first four weeks included building relationships and rapport with students, through multiple read-alouds, learning activities, discussions, games, and videos related to the five SEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. The remainder of the intervention included explicit instruction

while reading, discussing, and engaging in activities related to the mentor text series, *A Little Spot of Emotion* (See Appendix H).

Table 3.1

Intervention schedule

Day of Intervention	SEL Competencies/Emotions	Activity/Lesson
Week 1	Session 1: N/A Session 2: Self-Awareness	Session 1: Building relationships and rapport with students: <ul style="list-style-type: none"> • Introduce Incentive: Punch Card System (See Appendix A) • “Get to Know You” Bingo Session 2: <ul style="list-style-type: none"> • Emotion Wheel Video • Feelings Scenario (See Appendix I)
Week 2	Session 3: Self-Awareness Session 4: Self-Awareness	Session 3: <ul style="list-style-type: none"> • Organizing Character Traits Activity on white board (positive or negative words on flashcards) Session 4: <ul style="list-style-type: none"> • “I am...” Activity (See Appendix J)

Week 3	<p>Session 5: Self-Management</p> <p>Session 6: Relationship Skills and Self-Awareness</p>	<p>Session 5:</p> <ul style="list-style-type: none"> • <i>My Mouth is a Volcano</i> read aloud • “Would You Rather” game - practice turn-taking (See Appendix K) <p>Session 6:</p> <ul style="list-style-type: none"> • Game Day; Jeepers Peepers - practicing turn-taking and not interrupting others
Week 4	<p>Session 7: Relationship Skills and Responsible Decision-Making</p> <p>Session 8: Self-Awareness, Social Awareness, and Relationship Skills</p>	<p>Session 7:</p> <ul style="list-style-type: none"> • Be Kind read aloud • List and discuss examples of how we can be kind <p>Session 8:</p> <ul style="list-style-type: none"> • Discuss how to “T.H.I.N.K. before we speak” • True, Helpful, Inspiring, Necessary, Kind • “Think or Say it” Video • “Keep it in your brain OR Say it” scenarios
Week 5	Session 9:	Session 9:

	<p>Happiness and Self-Awareness</p> <p>Session 10: Happiness, Self-Awareness, Self-Management, Social Skills, Responsible Decision-Making</p>	<ul style="list-style-type: none"> • Introduce new Popsicle Stick incentive: if the participant gets all his popsicle sticks taken by the end of class due to inappropriate behavior, they will not get to participate in “game day” • <i>A Little Spot of Happiness</i> read aloud • Decorate happy spots (See Appendix L) <p>Session 10:</p> <ul style="list-style-type: none"> • Reread <i>A Little Spot of Happiness</i> • “Game Day” - Pop the Pirate; took turns answering questions related to the book • I met separately with one participant who did not attend game day because he got all his popsicle sticks taken during the previous session. We discussed why he was not attending game day and talked about expected vs. unexpected/inappropriate behaviors in the classroom.
Week 6	Session 11:	Session 11:

	<p>Peace/Mindfulness, Self-Awareness, Self-Management</p> <p>Session 12: Peace/Mindfulness, Confidence, Self-Awareness, Self-Management</p>	<ul style="list-style-type: none"> • <i>A Little Peaceful Spot: A Story about Mindfulness</i> read aloud • Decorate calm spots • Calming strategies activity (See Appendix M) <p>Session 12:</p> <ul style="list-style-type: none"> • Peacefulness/Mindfulness and Confidence • Finish calming strategies activity • <i>A Little Spot of Confidence</i> read aloud
Week 7	<p>Session 13: Confidence. Self-management, Social Skills</p>	<p>(There was only one session this week due to a sick day for the researcher)</p> <p>Session 13:</p> <ul style="list-style-type: none"> • Reread <i>A Little Spot of Confidence</i> • Decorate confidence spots • Questions Wheel - each student takes turns spinning the wheel of questions. The researcher stresses answering the questions with confidence (loud, clear voice/eye contact, etc...)
Week 8	Session 14:	Session 14:

	<p>Love, Self-management</p> <p>Session 15: Love, Self-Management, Social Skills</p>	<ul style="list-style-type: none"> • <i>Little Spot of Love</i> read aloud • Decorate love spots • Mother's Day cards (See Appendix N) <p>Session 15:</p> <ul style="list-style-type: none"> • Finish Mother's Day cards • Game day - Headbandz
Week 9	<p>Session 16: Sadness, Self-Management</p> <p>Session 17: Anger, Self-Management</p>	<p>Session 16:</p> <ul style="list-style-type: none"> • <i>A Little Spot of Sadness</i> read aloud • Decorate sadness spots • Discuss the emotion of sadness and ways to cope with sadness <p>Session 17:</p> <ul style="list-style-type: none"> • A Little Spot of Anger read aloud • Fingerprint activity (See Appendix O)
Week 10	<p>Session 18: Self-Management, Social Skills</p> <p>Session 19: Anxiety, Self-Management, Social Skills,</p>	<p>Session 18:</p> <ul style="list-style-type: none"> • Game day - Headbandz <p>Session 19:</p> <ul style="list-style-type: none"> • <i>A Little Spot of Anxiety</i> read aloud

	Responsible Decision-Making	<ul style="list-style-type: none"> • Make stress balls with balloons and rice and discuss anxiety coping mechanisms
Week 11	<p>Session 20: Overview of all emotions, Self-Management</p> <p>Session 21: N/A</p>	<p>Session 20:</p> <ul style="list-style-type: none"> • <i>A Little Scribble Spot</i> read aloud • Start “emotion garden” craft <p>Session 21:</p> <ul style="list-style-type: none"> • Finished emotion garden • Vocabulary review; included some words on the assessments mixed with random vocabulary
Week 12	<p>Session 22: N/A</p> <p>Session 23: Self-Management, Social Skills</p>	<p>Session 22:</p> <ul style="list-style-type: none"> • Finished vocabulary review <p>Session 23:</p> <ul style="list-style-type: none"> • Game Day; The Sneaky Snacky Squirrel

Summary

This study examined the research question, “What are the effects of explicit instruction targeting social-emotional learning competencies on the improvement of expressive and receptive vocabulary development for first-grade students identified with speech-language deficits?”. Chapter III described the setting of the study, participants, and the methodology used in attempting to answer the research question. Chapter IV will explain the results of the research study.

Chapter 4

Results

This chapter provides analyses of data collected for this study designed to address the research question, “What are the effects of explicit instruction targeting social-emotional learning competencies on the improvement of expressive and receptive vocabulary development in first-grade students identified with speech-language deficits?” Data are presented in narrative text and supported by tables and figures. The purpose of this study was to investigate the effects of explicit instruction targeting SEL competencies on the improvement of expressive and receptive vocabulary development in children identified with language deficits. The participants of this study consisted of four first-grade male students. Over the course of this study the participants were exposed to an intervention plan that was designed with intentions to benefit the students by improving their social emotional skills, as well as their vocabulary through explicit instruction for approximately 12 weeks. The participants were given the *Social Emotional Evaluation (SEE)*, the *Receptive One Word Picture Vocabulary Test (ROWPVT-4)*, and the *Expressive One Word Picture Vocabulary Test (EOWPVT-4)* as pre-intervention and post-intervention assessments. Progress notes and observations were made and recorded throughout the study. To maintain confidentiality, the four children who participated in this study will be referred to as Student A, Student B, Student C, and Student D.

Baseline Data

In order to establish baseline data, the *ROWPVT-4*, the *EOWPVT-4*, and the *SEE* were administered before intervention began. The *ROWPVT-4* and the *EOWPVT-4* are standardized, norm-referenced assessments that allowed the researcher to measure the participants’ overall receptive and expressive language skills as compared to their peers. The *SEE* allowed the

researcher to measure the participants' abilities to identify emotions and emotional reactions.

The four participants each completed these three assessments with consent from parents for their scores to be included in the data analysis.

The Social Emotional Evaluation (SEE)

The *SEE* measured social skills that children need to interact successfully in everyday situations in multiple settings. Only the first two of the four subtests were administered because the last two were deemed too advanced for the participants. The two subtests administered were titled, *Identifying Common Emotions* and *Identifying Emotional Reactions*. The *SEE* is a norm-referenced assessment that usually yields raw scores, Z-scores, and percentile ranks for the receptive and expressive subtests. However, due to the lack of results from the last two subtests, it was not possible to calculate Z-scores or percentile rankings. The results from this test were primarily used to establish baseline data for comparison to post-intervention scores. The data collected from each child were analyzed and the means from pre-assessment scores and post assessment scores were compared. Figure 4.1 illustrates the students' pre-assessment scores compared to their post-assessment scores.

Receptive/Expressive One Word Vocabulary Tests

The *ROWPVT-4* and the *EOWPVT-4* are co-normed assessments that accurately compare a child's receptive language skills compared to their expressive language skills. The percentiles yielded from this assessment are based on more than 2,000 individuals for the English edition. They both take about 15-25 minutes to administer depending on a child's vocabulary skill level. Because both of these assessments were completed in their entirety, the researcher was able to obtain raw scores, standard scores, and percentile ranks for each participant through manual scoring procedures.

During Intervention

During the intervention, anecdotal records were collected to determine participants' growth in receptive and expressive language skills, as well as the five targeted SEL competencies identified by CASEL (2021): self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Anecdotal records included information, such as researcher observations, student comments, and mentor observations.

Anecdotal Records

The researcher recorded anecdotal notes during each 45-minute session to record behaviors, comments, and observations of participants. Observations and anecdotal notes aligned with the lessons and learning activities for each session. Observations were recorded in order to track trends that may not have been reflected in the daily and weekly assessments. The major trend that appeared throughout the study was increased student engagement and motivation during intervention sessions. As the researcher utilized more incentives and behavioral reinforcement and monitoring programs throughout intervention, the higher the student engagement and motivation to follow directions and reach goals (See Appendix P).

Data Analysis

In order to determine the effects of the intervention on this group of first-grade students, the results of the pre-assessments and post-assessments were compared and analyzed. The analysis of the results determined the effectiveness that the intervention may have had on the participants' language skills and SEL skills. First the means of the pre-assessment and post-assessment results were compared. Then the results of the pre-assessments and post-assessments were compared. The results were analyzed using a paired-samples *t*-test with the alpha levels set at 0.05. Figures 4.1-4.2 illustrate the comparison of the pre-assessment and post-assessment means.

Figure 4.1. SEE Pre-assessment and Post-assessment Means

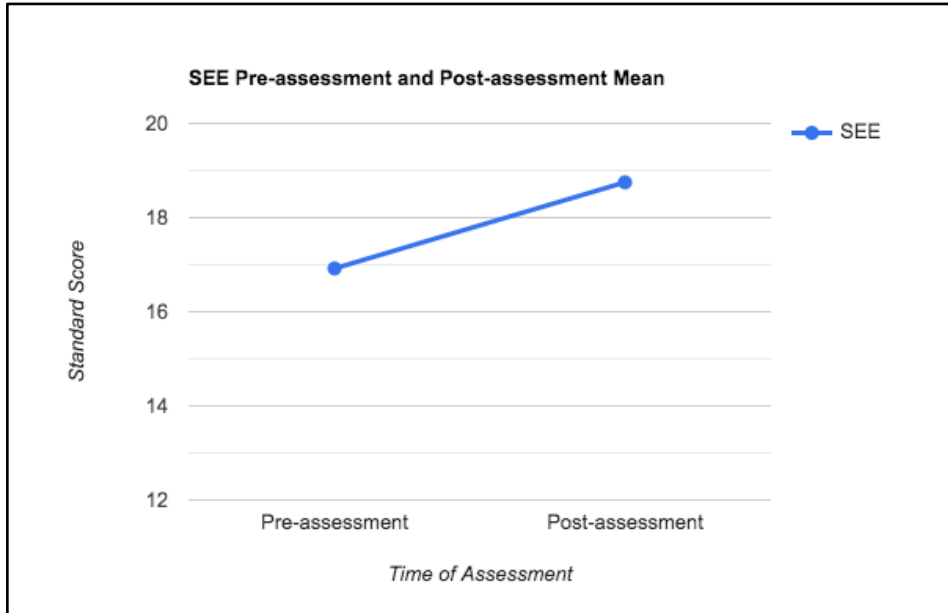
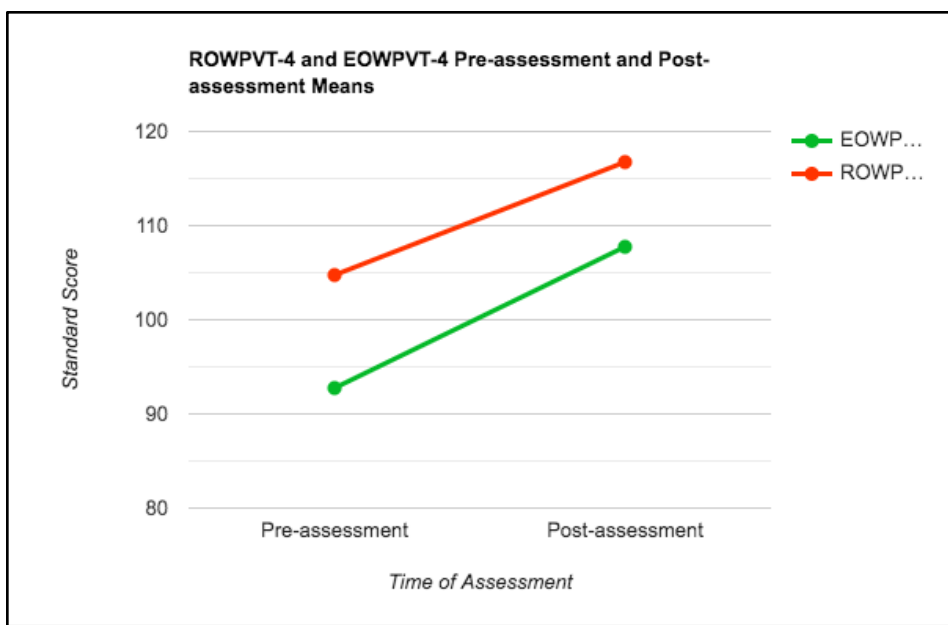


Figure 4.2. ROWPVT-4 and EOWPVT-4 Pre-assessment and Post-assessment Means



Pre-Assessment and Post-Assessment Comparisons

The average scores of the pre-intervention and post-intervention assessment were further analyzed using a paired-sample *t*-test with an alpha level set at 0.05 to measure the statistical

significance between the means of the participants' combined scores from before and after the intervention.

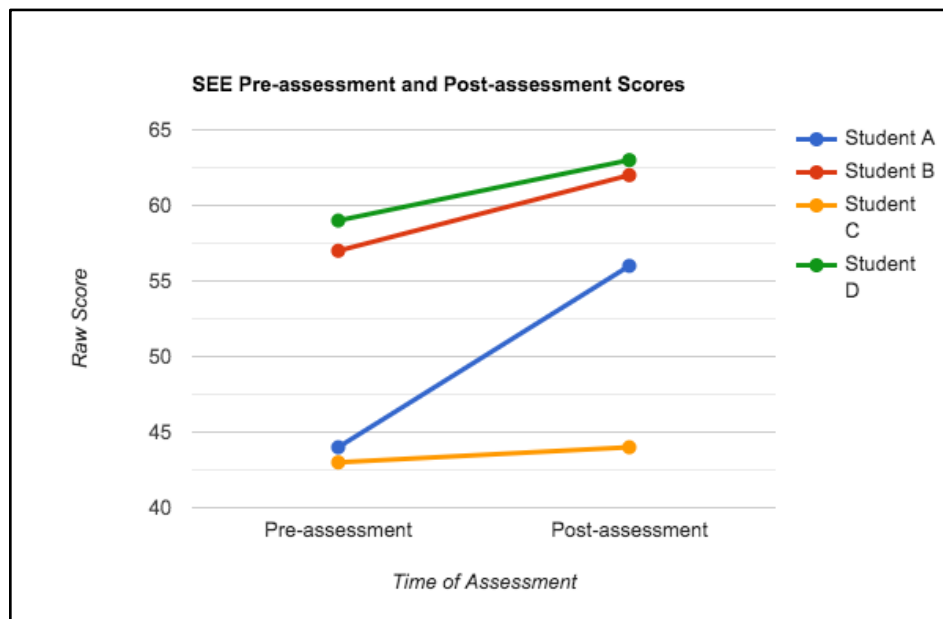
SEE Data Analysis. The analysis of scores produced from the receptive vocabulary portion of the *Social Emotional Evaluation* did not reveal a significant difference between the pre-assessment and post-assessment scores: $t(N) = 4$; t -Critical = 2.20; t -Stat = 3.26; $p = 0.008$. The mean of the pre-assessment was 16.92 and the mean of the post-assessment was 18.75. When the means were statistically compared, the researcher found that the absolute value of the t -Stat score was higher than the t -Critical score and the p -value was lower than the alpha level set at 0.05. This concludes that the results did show a statistical difference and indicates that the increase was not significant. Table 4.1 and Figure 4.3 illustrate the pre-assessment and post-assessment results.

Table 4.1

Combined SEE score analysis

Pre-Assessment		Post-Assessment				
N	Mean	N	Mean	t -Critical	t -Stat	p
4	16.92	4	18.75	2.20	3.26	0.008

Figure 4.3. SEE line graph comparisons



ROWPVT-4 Data Analysis. The analysis of scores produced from all of the participants' combined scores from the *Receptive One Word Picture Vocabulary Test-4*, revealed a significant difference between the pre-assessment and post-assessment scores: $t(N) = 4$; t -Critical = 3.18; t -Stat = 4.18; $p = 0.022$. The mean of the pre-assessment was 104.75 and the mean of the post-assessment was 116.75. When the means were statistically compared, the researcher found that the absolute value of the t -Stat score was higher than the t -Critical score and the p -value was lower than the alpha level set at 0.05. This concludes that the results did show a statistical difference and indicates that the increase was statistically significant. Table 4.2 and Figure 4.4 illustrate the pre-assessment and post-assessment results.

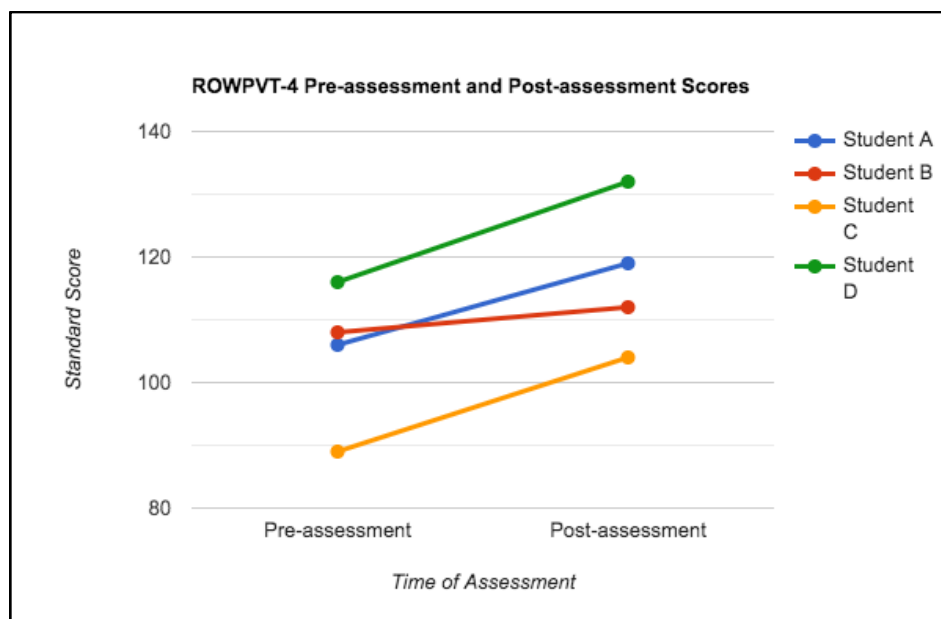
Table 4.2

Combined ROWPVT-4 Score Analysis

Pre-Assessment		Post-Assessment				

N	Mean	N	Mean	<i>t</i> -Critical	<i>t</i> -Stat	<i>p</i>
4	104.75	4	116.75	3.18	4.18	0.022

Figure 4.4. ROWPVT-4 Line Graph Comparisons



EOWPVT-4 Data Analysis. The analysis of scores produced from all of the participants' combined scores from the *Expressive One Word Picture Vocabulary Test-4* revealed a significant difference between the pre-assessment and post-assessment scores: $t(N) = 4$; t -Critical = 3.18; t -Stat = 5.81; $p = 0.010$. The mean of the pre-assessment was 92.75 and the mean of the post-assessment was 107.75. When the means were statistically compared, the researcher found that the absolute value of the t -Stat score was higher than the t -Critical score and the p -value was lower than the alpha level set at 0.05. This concludes that the results **did show a statistical**

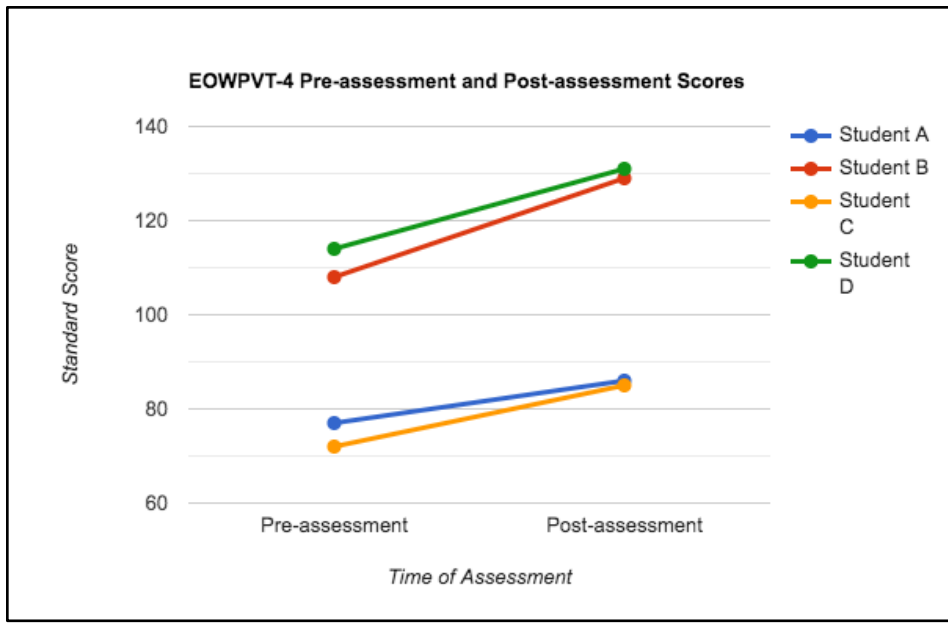
difference and indicates that the increase was statistically significant. Table 4.3 and Figure 4.5 illustrates the pre-assessment and post-assessment results.

Table 4.3

Combined EOWPVT-4 Score Analysis

Pre-Assessment		Post-Assessment				
N	Mean	N	Mean	<i>t</i> -Critical	<i>t</i> -Stat	<i>p</i>
4	92.75	4	107.75	3.18	5.81	0.010

Figure 4.5. EOWPVT-4 Line Graph Comparison



Summary

This chapter has presented analyses of data collected for the purpose of determining the effects of explicit instruction targeting SEL competencies on the improvement of expressive and receptive vocabulary development for first-grade students identified with speech-language deficits. The results included an analysis of qualitative and quantitative data in this mixed methods design. The researcher compared pre-assessment and post-assessment results and found a statistically significant increase in the average scores of participants. Anecdotal records from the researcher were presented to support the findings of this study. Chapter V will provide a discussion of the results including conclusions of the study, the limitations that may have influenced the results, the implications, and recommendations of the study for future implementation and research.

Chapter V

Discussion

Overview of Findings

The purpose of this study was to investigate the effects of explicit instruction targeting SEL competencies on the improvement of expressive and receptive vocabulary development in children identified with language deficits, as well as behavioral disorders and other developmental disabilities. By implementing and teaching social-emotional competencies through explicit instruction, the researcher investigated the effects of this instruction on expressive and receptive vocabulary improvement of first grade students. The results from this study reflect a positive effect on the development of receptive and expressive vocabulary skills and SEL competencies for all four of the participants.

Conclusions

After evaluating the results of this study, there are several conclusions that can be made. The scores from both pre-assessment and post-assessment support the statement that explicit instruction targeting SEL competencies does improve expressive and receptive vocabulary development for first-grade students identified with speech-language deficits. By analyzing my anecdotal records, the main trend that appeared throughout intervention made it clear that the behavioral incentive strategies utilized was a major factor in the improvement of behavioral challenges. It can be concluded that the intervention was effective for improving the skills that were targeted for these participants throughout the intervention period.

Limitations

Positive Limitations. Positive limitations are the factors that have positive effects on the results of this study. The limitations that had a positive impact on the results of this study include: a consistent researcher, relationship with project supervisor, the natural school setting of the intervention, and the implementation of behavioral reinforcement exercises and behavioral monitoring carried over from the general classroom.

Consistent Researcher. The researcher was present and actively guiding and facilitating every intervention session that took place. The curriculum and lesson activities were designed by the researcher with help from the supervising school speech-language pathologist.

Researcher/Supervisor Relationship. The school-based speech-language pathologist served as the supervisor for this research project. She was helpful in developing the intervention program and assisting in classroom behavioral management. While supervising and intervening when necessary, the supervisor allowed the researcher to guide each session and implement the intervention.

Setting of Intervention. The intervention took place in the speech-language pathology room in an elementary school in the Fayetteville Public School District. Every meeting occurred in the same setting at the same time. This setting provided a familiar, comfortable environment and a consistent routine for participants throughout the duration of the intervention period.

Behavioral Reinforcement. Participant behavioral challenges were a persisting issue throughout the duration of the intervention period. There was an incentive program introduced at the beginning of intervention because behavioral challenges were anticipated, but additional incentives were eventually utilized to improve behavior. The behavioral reinforcement strategies

that were put in place were helpful in getting the students motivated to reach the classroom behavioral expectations.

Behavioral Monitoring. Participant behavioral challenges persisted not only during intervention, but also in their general classrooms. Two participants' teachers began implementing behavior charts to track behavior throughout the day in the regular education classroom, on the playground, in the speech therapy room, and other locations on the school campus. The behavior charts were filled out by each of the faculty the participants interacted with throughout the day. The charts required a signature from parents and/or guardians each evening.

Negative Limitations. Negative limitations are the factors that negatively influence the results. The negative limitations for this study include: the time of day in which intervention took place, age of participants, behavioral issues throughout intervention, occasional participant absences, the presence of IEPs for every participant, in addition to a diagnosis for speech and language deficits.

Time of Day. The intervention took place every Tuesday and Thursday afternoon from 2:10 pm to 2:55 pm. Prior to intervention each day, the participants had outdoor recess time. The researcher often had to go outside to retrieve the participants from the playground, and upon bringing them indoors to the speech classroom, the participants were often distracted and in a state of disarray from their time spent outside playing with peers. Because the intervention lasted until the end of the school day, the two participants who were assigned to ride home on early school buses frequently had to leave 5-10 minutes before the end of the day, reducing their instruction time. Additionally, because the intervention took place at the end of the school day,

some of the participants' behaviors occasionally suggested that they were mentally "checked out", as they were tired and/or ready for the school day to be over.

Age of Participants. Due to developmental age, I could not complete all subtests on the *SEE* assessment. After the first two subtests, they became too developmentally advanced for the participants. Due to the lack of a completed assessment, I was not able to obtain standard scores for any of the participants. When analyzing *SEE* scores, raw scores were used.

Behavioral Issues. Although the behavioral incentive strategies used did curb inappropriate classroom behaviors, challenges still persisted throughout the duration of intervention. Participants displayed challenges pertaining to impulsive behavior, focusing on the task at hand, staying in their seats, keeping hands to themselves, raising hands, taking turns speaking, and various other disruptive behaviors. Constant disruption and redirection during sessions took away from instructional time.

Participant Absences. Although participant absences were not consistent throughout intervention, when a participant did occasionally miss a session due to an absence, it was difficult to bring them up to speed about what they missed in that session. When a participant missed an intervention session, he would miss out on the original discussion and activity that was planned, therefore taking away from the amount of instruction he would receive.

Individualized Education Plans. This group of participants was more diverse than was originally projected. Each individual participant had his own diagnoses, thus his own strengths, weaknesses, needs, and goals. Because of each participants' differences, some may have made more gains than others due to the instructional content of the intervention plan.

Implications

Several implications can be made about the positive effects of this intervention plan developed to explicitly teach SEL competencies for strengthening the improvement of expressive and receptive vocabulary development of first grade students identified with speech-language deficits.

Social-Emotional Learning Competencies. The analysis of the results from this research project suggest that implementing explicit instruction related to social-emotional learning to strengthen vocabulary development is an effective strategy. As an aspiring school-based speech-language pathologist, this is a strategy I will continue to use throughout my professional career to support language development in school-age children, as well as aim to improve overall life outcomes.

Literacy-Based Intervention. This research project utilized the mentor text series titled, *A Little Spot of Emotion*, as well as numerous other books that targeted different social-emotional learning skills. These books proved to be very engaging and constructive in helping the participants grasp and process different concepts. The results from this project indicate the positive impacts that explicit instruction in literacy can have on first-grade students' social-emotional learning skills and expressive and receptive vocabulary skills.

Recommendations

The limitations discussed provide opportunities to make suggestions for further research. More data are needed to examine the long-lasting effects of an intervention program that explicitly teaches social-emotional learning skills, aiming to improve expressive and receptive vocabulary skills in first-grade students identified with speech-language deficits. The findings of this study indicate that there was a positive effect on participants' social-emotional learning

skills, as well as their expressive and receptive vocabulary skills. They demonstrated application of skills within the parameters of the program, but further research is needed to measure the application of leadership skills at the conclusion of the program.

For future research, it is recommended that intervention takes place earlier in the day; preferably in the morning time. By the time that each session began, the participants often already seemed mentally checked out and fatigued. Implementing the intervention in the morning time, rather than the afternoon, would likely improve concentration levels and decrease distractions and early departures of participants.

It is also recommended that the requirements for the participants follow more specific guidelines. Because the participants used in this study each had unique needs and various diagnoses, it is harder to pinpoint which population this type of intervention could benefit the most. For future studies, it may be beneficial to separate the participant small groups by diagnosis (i.e. language deficits, autism, ADHD, behavior disorders, other specific learning disabilities, etc..) rather than have them combined.

Because of the participants' age, they were not developmentally advanced enough to complete the *SEE* assessment in its entirety. As the assessment continued on, its concepts became too advanced for the first-grade participants to grasp. It is recommended that future researchers either use older participants who are developmentally advanced enough to understand and complete the *SEE*, or use a different assessment that is more suitable for this age group.

Summary

This chapter provided an analysis of data collected from the results of the study designed to address the research question, “What are the effects of explicit instruction targeting social-emotional learning competencies on the improvement of expressive and receptive vocabulary development for first grade students identified with speech-language deficits?”. Conclusions were drawn from the results of the pre-assessment and post-assessment, weekly formative assessments, and anecdotal records. The positive and negative limitations that may have impacted the effectiveness of the intervention program were provided, as well as implications and recommendations of the study for future implementation and research.

The purpose of this study was to investigate the effects of explicit instruction targeting social-emotional learning competencies on the improvement of expressive and receptive vocabulary development for first grade students identified with speech-language deficits. By implementing and teaching social-emotional competencies through explicit instruction, the researcher investigated the effects of explicit instruction on the social-emotional development, expressive, and receptive vocabulary development of first-grade students. Overall, the data suggested that the intervention plan targeting explicit social-emotional learning competencies had a positive impact on participants’ development of social-emotional learning skills, as well as expressive and receptive vocabulary skills.

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Appendix A

Incentive Punch Card



Appendix B

Institutional Review Board Protocol Approved



To: Anna Elizabeth Perry
From: Douglas J Adams, Chair
IRB Expedited Review
Date: 02/08/2021
Action: **Exemption Granted**
Action Date: 02/08/2021
Protocol #: 2012304192
Study Title: The Effects of Explicit Instruction Targeting Social-Emotional Learning Competencies on the Improvement of Expressive and Receptive Vocabulary Development in Children Identified with Language Deficits and Social Communication Disorders

The above-referenced protocol has been determined to be exempt.

If you wish to make any modifications in the approved protocol that may affect the level of risk to your participants, you must seek approval prior to implementing those changes. All modifications must provide sufficient detail to assess the impact of the change.

If you have any questions or need any assistance from the IRB, please contact the IRB Coordinator at 109 MLKG Building, 5-2208, or irb@uark.edu.

cc: Angela Elsass, Investigator

Appendix C

School District Letter of Approval



January 8, 2021

Anna Perry
College of Education and Health Professions
Communication Sciences & Disorders
University of Arkansas, Fayetteville

Dear Ms. Perry,

This letter is to inform you that your research project, *The Effects of Explicit Instruction Targeting Social-Emotional Learning Competencies on the Improvement of Expressive and Receptive Vocabulary Development in Children Identified with Language Deficits and Social Communication Disorders* has been approved. Any changes in the research proposal should be communicated to me before data collection begins.

Upon completion of your study, please provide a copy of your findings to this office.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kelli L. Dougan', is written over a light blue horizontal line.

Kelli L. Dougan, Ph. D
Director of Assessment, Research and Accountability
Fayetteville Public Schools
300 S. Ray Ave
Fayetteville, AR 72701
Phone: (479) 973-8631

Appendix D

Principal Letter of Approval

Attachment 2

Letter of Approval from Cooperating School

Root Elementary School

1529 East Mission Blvd
Fayetteville, Arkansas 72701
Telephone: 479.444.3075
Fax: 479.444.3033

Jason Edwards
Principal
jason.edwards@g.fayar.net

Claire Garrett
Assistant Principal
claire.garrett@g.fayar.net

January 05, 2021

To Whom It May Concern:

I am aware that Anna Perry is conducting a study titled, *"The Effects of Explicit Instruction Targeting Social-Emotional Learning Competencies on the Improvement of Expressive and Receptive Vocabulary Development in Children Identified with Language Deficits and Social Communication Disorders"* at my school, Root Elementary, in Fayetteville, Arkansas. This study has been approved by Dr. Angela Elsass, the University of Arkansas Professor, who is supervising this COEHI' Honors Project. Anna Perry has my permission to conduct this study pending approval of the University of Arkansas Institutional Review Board committee.

Respectfully,



Jason Edwards, Principal

"Home of the Rockets!"

Appendix E

School-Based SLP Letter of Approval

Attachment 2

Letter of Approval from Cooperating School

Root Elementary School

1529 East Mission Blvd.
Fayetteville, Arkansas 72701
Telephone: 479.444.3075
Fax: 479.444.3033

Jason Edwards
Principal
jason.edwards@p.favar.net

Claire Garrett
Assistant Principal
claire.garrett@p.favar.net

January 08, 2021

To Whom It May Concern:

I am aware that Anna Perry is conducting a study titled, "*The Effects of Explicit Instruction Targeting Social-Emotional Learning Competencies on the Improvement of Expressive and Receptive Vocabulary Development in Children Identified with Language Deficits and Social Communication Disorders*" at Root Elementary School, in Fayetteville, Arkansas. This study has been approved by Dr. Angela Elsass, the University of Arkansas Professor, who is supervising this COEHP Honors Project. I will be assisting in supervising the project as the speech/language pathologist at Root Elementary. Anna Perry has my permission to conduct this study pending approval of the University of Arkansas Institutional Review Board committee.

Respectfully,



Candice Bottoms, Speech/Language Pathologist
Root Elementary School

Appendix F

Informal Letter to Participant Parents



UNIVERSITY OF
ARKANSAS | College of Education
& Health Professions
Curriculum & Instruction

Peabody 208 ♦ Fayetteville, Arkansas 72701 ♦ (479) 575-5492 ♦ (479) 575-6676 (Fax)
College of Education & Health Professions, Department of Curriculum and Instruction

Dear Parent/Guardian:

I am currently working on a Bachelor of Science in Communication Sciences & Disorders at the University of Arkansas in the College of Education & Health Professions (COEHP). I am also a student in the COEHP Honors program, and as part of the requirements, I am conducting a research study titled, *"The Effects of Explicit Instruction Targeting Social-Emotional Learning Competencies on the Improvement of Expressive and Receptive Vocabulary Development in Children Identified with Language Deficits and Social Communication Disorders"*. This study will determine if explicit instruction that targets social-emotional learning competencies can improve expressive and/or receptive vocabulary development in children who have been identified with social communication disorder and/or language deficits.

Your child has been selected to participate in this intervention by his/her classroom teacher and the speech pathologist. The study will include two meetings per week for approximately 30 minutes in duration. The instruction will include collaborative and cooperative small group learning activities, self-reflection, independent practice and personal goal setting for the participants, yet will not interfere with normal classroom instruction. Due to changing COVID-19 guidelines, some lessons may be taught virtually using digital resources if necessary.

While each student recommended for this study will participate in the direct instruction and learning activities that promote vocabulary skill development, I can only include your child's work in my research findings with your signed consent. Participation is voluntary, and there are no negative consequences if you choose not to allow your child to participate. By signing and returning the attached form, you grant permission for your child to participate in this research study and for me to use your child's work in the results of this research project. Please note that

confidentiality will be maintained and that your child's name will not be used in reporting results. All results will be reported anonymously.

The attached informed consent form contains a more detailed description of this project. Please take time to read it over, read it with your child, and discuss it carefully. Feel free to contact my U of A supervising professor, Dr. Angela Elsass (479.601.2722) or contact Root Elementary (479.444.3075) with any questions you may have.

I am very excited about the activities and lessons I have planned for this semester, and I look forward to getting to work with you and your child. Thank you for your cooperation.

Sincerely,

A handwritten signature in cursive script, appearing to read "Anna Perry".

Anna Perry, *University of Arkansas Student*
Communication Sciences & Disorders Program

Appendix G

Informed Consent Letter to Participant Parents

Attachment 4

INFORMED CONSENT

Title:

"The Effects of Explicit Instruction Targeting Social-Emotional Learning Competencies for the Improvement of Expressive and Receptive Vocabulary Development in Children Identified with Language Deficits and/or Social Communication Disorder"

Researcher:

Anna Perry, U of A Student, Communication Sciences & Disorders
COEHP Honors Program
aep007@uark.edu

University of Arkansas Faculty Supervisor

Dr. Angela Elsass
Honors Faculty Mentor
University of Arkansas
College of Education and Health Professions
Department of Curriculum and Instruction
208 Peabody Hall
Fayetteville, AR 72701-1201
479-575-5492 office/ 479-601-2722 cell
aelsass@uark.edu

Compliance Contact Person:

Ro Windwalker
Compliance Coordinator for Research
University of Arkansas
109 MLKG Building
Fayetteville, AR 72701-1201
479.575.2208
irb@uark.edu

Description: The present study is designed to investigate the effects of explicit instruction aligned with social-emotional learning competencies to improve expressive and receptive vocabulary development for first grade children with language deficits and/or social communication disorder at Root Elementary School in the Fayetteville School District, Northwest Arkansas. At the beginning and end of this study, participants will respond to three standardized assessments: The *CELF-5 Screening Test*. The *CELF-5 Screening Test* provides research-based criterion scores that can be used to screen morphology, syntax, semantics, and pragmatics skills. The *Expressive and Receptive One Word Picture Vocabulary Tests* is a standardized assessment that quickly evaluates a child's expressive and receptive vocabulary skills through analyzing a series of colorful pictures. The *Social Emotional Evaluation (SEE)* will be used to identify strengths and weaknesses in social language. It includes five subtests: recalling facial expressions, identifying common emotions, recognizing emotional reactions, understanding social gaffes, and understanding conflicting messages. These instruments will be given as pre-assessment and post-assessments to the participants chose for this study.

Other data that will be used for planning purposes will be gained from existing school records. These may include parent questionnaires/surveys, data from Individual Education Plan and/or Section 504 Plan, standardized assessment scores such as Measures of Academic Progress (MAPs) and ACT Aspire, and classroom assessments.

Attachment 4

INFORMED CONSENT

The goal throughout this study is to help participants improve social communication and/or language, while equipping students with social-emotional skill development to better understand and express their emotions through development of vocabulary. Each meeting will focus on engaging lessons and activities that include vocabulary words that are developmentally appropriate for a first grade child.

The participants will engage in small group, instructional activities targeting these areas during weekly meetings for approximately 30-45 minutes a day, 2 days a week, for approximately 10 weeks during the Spring 2021 semester. The researcher will administer the screening, intervention program, and assessments. Due to changing COVID-19 guidelines, some lessons may be taught virtually using digital resources, if necessary.

Risks and Benefits: There are no risks, other than those associated with regular, small group instruction anticipated with this project. The potential benefits include improvement in the participant's social communication and/or language, social-emotional skill development and increased vocabulary, which may benefit both personal and academic improvement.

Voluntary Participation: Your child will participate in weekly meetings during this research study. The meetings will not interfere with regular classroom instruction. The decision to allow your child's scores and responses used for reporting data in this project is completely voluntary. Participation is voluntary and there are no costs, rewards, or negative consequences if you choose not to allow your child's scores to be recorded and reported anonymously.

Confidentiality: All information will be kept and maintained confidential to the extent allowed by applicable State and Federal law and University policy. Confidentiality will be assured by the researcher through the establishment of a code. Each student will be assigned a number at random to establish the code. All data will be recorded and reported anonymously using the code. Only the researcher will have access to the code, and all data will be kept in a secure location or data file. Upon completion of the study, the code will be destroyed.

Right to Withdraw: If you (or your child) chooses now, or at any time, or for any reason, to not grant permission for his or her scores to be used in the data project, you may withhold or withdraw your consent. There are no negative consequences for this decision.

INFORMED CONSENT

***** Please sign and return the section below to Anna Perry or Mrs. Candice Bottoms, Root Elementary Speech Language Pathologist.**

Informed Consent

I have read the above statements and understand how to ask questions and express concerns which were or must be satisfactorily responded to by the researcher or compliance contact person. I understand the purpose of the study, as well as the potential benefits and risks that are involved. I understand that participation is voluntary. I understand that significant new findings developed during this research will be shared with me and, as appropriate, my child. I understand that no rights have been waived by signing the consent form. I have been given a copy of the consent form.

I, _____, have read the description, I understand
(please print parent's name)
the purpose of this project, the procedures that are to be used, the potential risks and benefits, how confidentiality will be established and maintained, as well as the option to withdraw. I have read and discussed this project with my child,

(please print child's name)

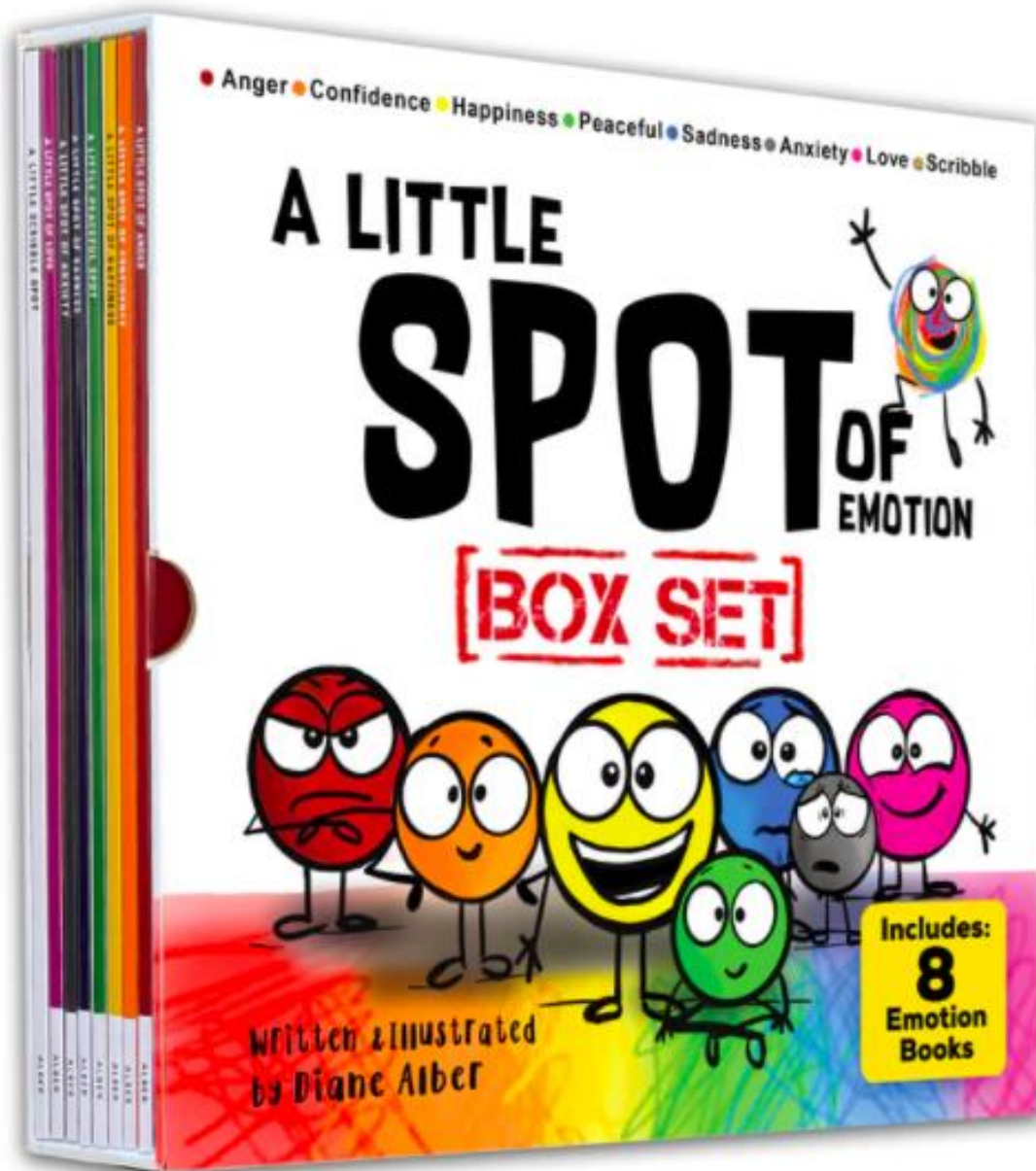
My signature below indicates that my child and I freely agree for his/her scores and grades to be recorded and analyzed as a participant in this project.

Parent/Guardian

Date

Appendix H

A Little Spot of Emotions Box Set



Appendix I

Feelings Scenario Activity

Feelings Scenarios Game

Suggested use:

1. Print the scenarios
2. Print the feelings pictures (a set for each child, or one picture for each child)
3. Read (or ask a child to read) each scenario to the class and ask the children to listen
4. When you have finished reading, ask them to hold up the feelings card that matches
5. Discuss.

Note: for some scenarios, more than one feeling could match; ask children to explain their choice

Differentiation/Extension:

- Print the words for the feelings instead of pictures
- Ask the children to work in pairs/groups to write their own scenarios

1. It is Carla's birthday. She is having a party today. All her friends are coming. Carla feels....
2. Tom has lost his favourite teddy. Tom feels...
3. Sam and Max have been playing football all day long. They feel...
4. Ali gave his new toy car to his friend, Jim to play with. Jim gave it to another boy who broke it. Ali feels...
5. Tara loves to swim. One day, when Tara is picked up from school her mum tells her they are going to the swimming pool. Tara feels...
6. Conor is on holidays with his family. They are doing lots of fun things together. Conor feels...

7. Susan's mum is never late to collect her. One day, she gets stuck in traffic and is running a little bit late. Susan feels...
8. There is a big storm. Ying can hear the wind blowing outside. Ying has not heard it before. Ying feels...

Possible answers:

1. Excited, happy
2. Sad, worried
3. Tired, happy
4. Angry, sad, worried
5. Surprised, excited, happy
6. Happy
7. Worried, sad
8. Scared

Appendix J

“I am...” Activity



Hi, my name is [REDACTED]

I am...





1. HAPPY
2. SMART
3. EXCELLENT
4. GOOD
5. FUNNY

Here is a picture of me:



Appendix K

“Would you rather...” PPT Activity

<p>WOULD YOU RATHER...</p> <p>Have a flying magic carpet? OR Be able to breathe under water?</p>  	<p>WOULD YOU RATHER...</p> <p>Have a movie theatre in your house? OR Have a roller coaster in your house?</p>  	<p>WOULD YOU RATHER...</p> <p>Have a pet unicorn? OR Have a pet dragon?</p>  	<p>WOULD YOU RATHER...</p> <p>Fly an airplane? OR Drive a speedboat?</p>  
1	2	3	4
<p>WOULD YOU RATHER...</p> <p>Eat an ice cream cone? OR Eat a bag of chips?</p>  	<p>WOULD YOU RATHER...</p> <p>Hold a spider? OR Hold a snake?</p>  	<p>WOULD YOU RATHER...</p> <p>Swim in a tank of jellyfish? OR Swim in a tank of sharks?</p>  	<p>WOULD YOU RATHER...</p> <p>Be a Surfer? OR Be a Rockstar?</p>  
5	6	7	8
<p>WOULD YOU RATHER...</p> <p>Live in a big city? OR Live on a big farm?</p>  	<p>WOULD YOU RATHER...</p> <p>Have a pool full of pudding? OR Have a tree house with swings?</p>  	<p>WOULD YOU RATHER...</p> <p>Be really tall? OR Be really short?</p>  	<p>WOULD YOU RATHER...</p> <p>Have an extra finger? OR Have an extra toe?</p>  
9	10	11	12

Appendix L

Emotion Spots

These are teacher examples of the "emotion spots". Each participant was given 4 construction paper circle cut outs that correlated with the emotion we were focusing on. These "emotion spots" correlate with the happiness book and the anger book from the mentor text series A Little Spot of Emotions.




Appendix M


Calming Strategies PPT Activity













My Strategies

When I'm feeling:




I can:



 count	 walk	 hug myself
 think happy thoughts	 read	 listen to music
 play	 take deep breaths	 sit quietly
 hum / sing	 sad	 angry

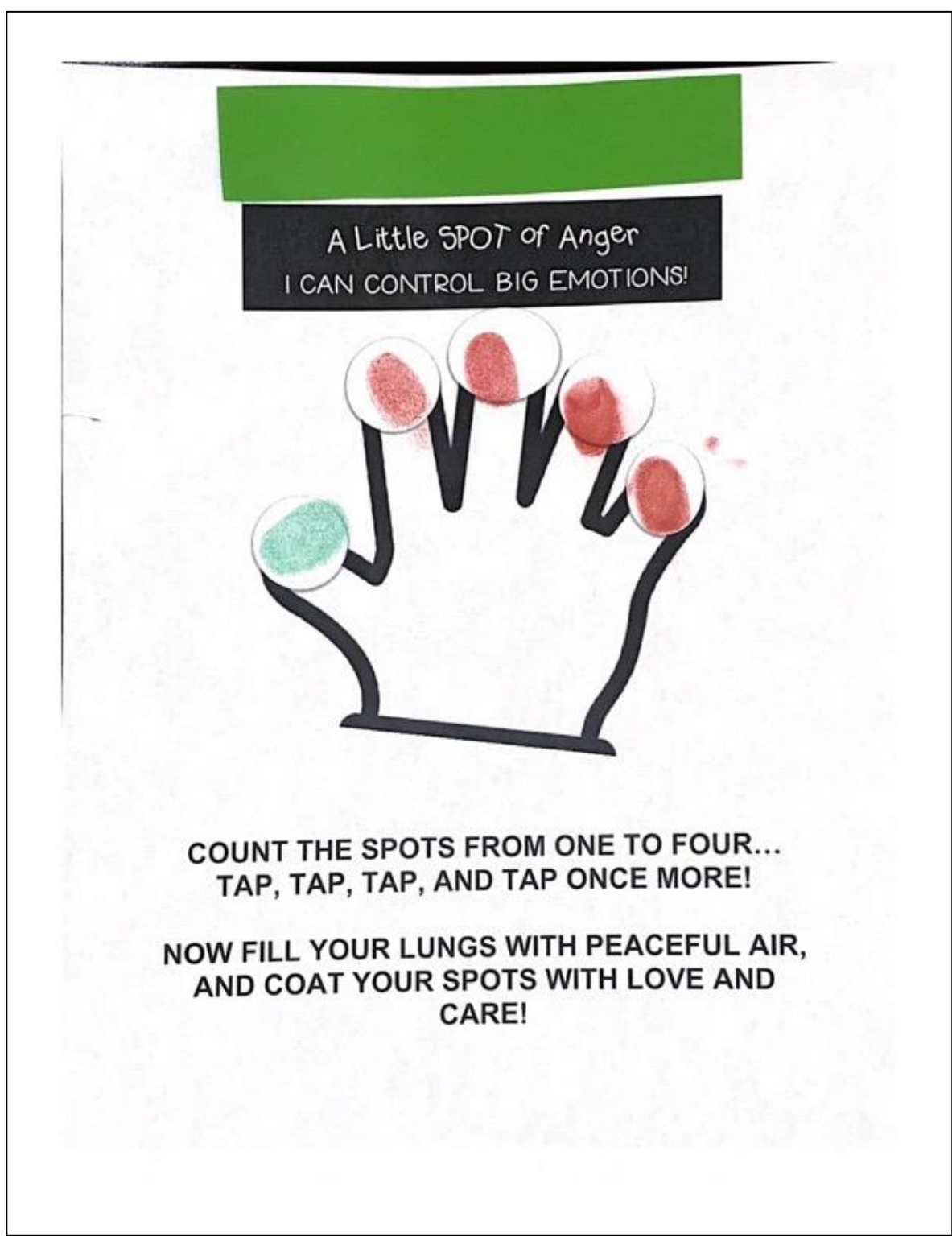
Appendix N

Mother's Day Card Activity

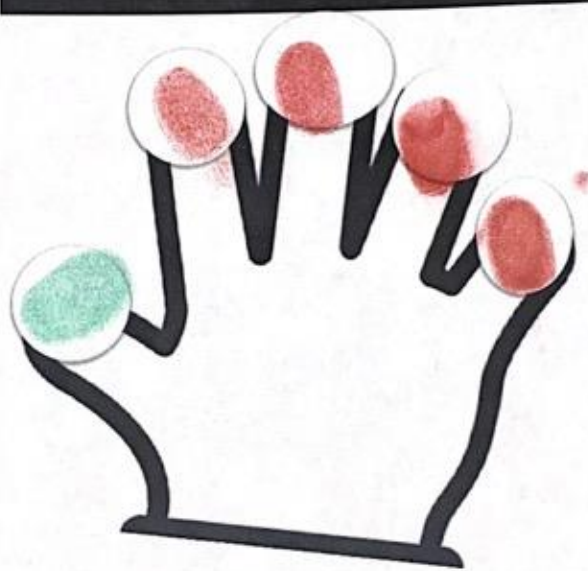
<p>I Love You,</p> <hr/>  <p>Written by _____</p> <p>© Education to the Core</p>	<p>I love you because...</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>My favorite thing about you is...</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Thank you for always...</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Appendix O

Fingerprint Activity



A Little SPOT of Anger
I CAN CONTROL BIG EMOTIONS!



COUNT THE SPOTS FROM ONE TO FOUR...
TAP, TAP, TAP, AND TAP ONCE MORE!

NOW FILL YOUR LUNGS WITH PEACEFUL AIR,
AND COAT YOUR SPOTS WITH LOVE AND
CARE!

Appendix P

Daily Anecdotal Records

Pre-Assessment Dates: 03/01, ~~03/01~~, 03/08, 03/10, 03/12
 Post-Assessment Dates: 05/25, 05/27

03/09/21

• [redacted] somewhat defiant today, couldn't sit still / attention seeking behavior

[redacted] → got more talkative as group got smaller

03/11/21 - Mason was absent

• [redacted] → wanted to be the star of show / wanted to present his work / ideas multiple times throughout class / asked for help when needed

• [redacted] → wouldn't sit still in his chair / kept getting up + walking around

• [redacted] → came out of his shell a little bit getting more comfortable in group

03/16/21

[redacted] → could not stay in his seat today, paid close attention to read aloud but besides that short period of time he was extremely disruptive

[redacted] → tried to answer every question and was constantly blurting out / displaying NO turn-taking skills

[redacted] → raised his hand for the first time

[redacted] → clearly listening and engaged, but still pretty quiet

03/18/21 - "Jeepers Peepers" game

- [redacted] = louder than usual - obviously more comfortable in the group
- [redacted] = disruptive - as usual/wanted to participate but wouldn't stop blurting out
- [redacted] very quiet but still engaged
- [redacted] = had to be pulled out during class b/c he was being defiant/rude. quieted down for a little bit

03/30/21 - "Be Kind" Read Aloud

- [redacted] = very engaged, raised his hand for every single question asked, seemed much more comfortable in the group
- [redacted] = had a good session, raised hand to speak more often than usual
- [redacted] = waited his turn to talk, still engaged
- [redacted] pulled out 2 times for blurting out/being disruptive/not following directions
wants to be a class clown & doesn't understand when it is/is not appropriate to try & make classmates laugh

04/01/21 - "Think Before You Speak"

- [redacted] = more talkative than usual

- Overall, everyone struggled to stay on task this day. Constant blurting out & redirecting the conversation

04/06/21 - "Little Spot of Happiness"

* popsicle stick incentive introduced

* began "Spot of Happiness"

- [redacted] & [redacted] did well this day. [redacted] spoke out more & [redacted]

did better raising hand to speak

- [redacted], however, lost all his sticks due to constant disruptive behavior

04/08/21 - Game Day #1

- I met with [redacted] separately this day & discussed "expected behavior vs. unexpected behavior". He talked about how sad he was that he was not allowed to participate in game day & expressed how he wants to do better. We did a scenario activity

- For game day, we played "Pop the Pirate" & answered questions relating to the book content. They all did well taking turns and loved the game.

Beginning in ^{mid} / late April, [redacted] & [redacted] began using behavior charts that are filled out by teachers throughout the day & must be signed by parents each night

04/13/21 - "A Little Peaceful Spot"

[redacted] raised his hand more than usual - his confidence and comfort levels seem to be increasing. He clearly has things to say!

[redacted] took a very zen route - he pretended to meditate every time I asked him a question. Definitely trying to entertain

- When discussing calming strategies, with [redacted] I tried to hone in on ways to physically calm his body

[redacted] had a really good day. Very little to no disruptions. He is very dedicated to making it to the next game day.

04/15/21 - "A Little Spot of Confidence"

- Began by discussing the word "confidence" and what it means, when we feel confident

- Everyone did a fairly good job on being engaged this day - no real behavior issues

04/20/21 - [redacted] out / sick day

↑
SLP
supervisor

04/22/21 - "A Little Spot of Confidence"

- They seemed to really like the question wheel and grasped the concept of how to give answers w/ confidence

- [redacted] did struggle on this day - I think that stressing the concept of speaking loud and clear and making eye contact made him more shy. He is better at these things when not under pressure

04/27/21 - "A Little Spot of Love"

- The group was much more receptive of this book than I imagined. I think it had to do with the fact that in the beginning of the session, we talked about types of love other than romantic love → lead into our Mother's Day activity

- [redacted] did a great job raising his hand

- [redacted] was engaged, but very excited & struggled to keep his hands to himself

- [redacted] was engaged and stayed on task

- [redacted] was the only one out of the group who seemed a little hesitant/embarrassed to be talking about love, but he warmed up & willingly participated in the activity

04/29/21 - Game Day - "Headbandz"

- [redacted] was so excited to finally participate in game day. He was well-behaved and handled it well.
- [redacted] still struggles with keeping still, but he did a decent job of waiting for his turn
- [redacted] was very engaged & even blurted out multiple times

05/04/21 - "A Little Spot of Sadness"

- Surprisingly (to me at least), everyone but [redacted] didn't like this topic. I don't know if they were uncomfortable or what - [redacted] swears that no one in his family even gets sad.
- [redacted] was very receptive & openly talked about things that make him sad
- [redacted] & [redacted] both very hesitant. I think they wanted to look tough.

05/06/21 - "A Little Spot of Anger"

- Everyone was very engaged in this book and the fingerprint activity
- [redacted] did a better job staying still
- [redacted] was a chatterbox
- They all did very well being patient & taking turns

05/11/21 - Game Day "Headbandz"

- Everyone is always so excited for game day, a little bit chaotic but manageable.
- Again, they did well taking turns
- [REDACTED] has officially come out of his shell - he is so talkative and not afraid to speak up or raise his hand - he seems more confident

05/13/21 - "A Little Spot of Anxiety"

- Everyone was on their very best behavior today! They took turns making stress balls w/ my help as we talked about how/when to use the stress balls.
- [REDACTED] did a great job staying in his seat and raising his hand to speak
- [REDACTED] behavior lately has been great - much more engaged and less blurting out.

05/18/21 - "A Little Scribble Spot"

- The book was a good review of all the emotions/feelings we've read about
- They all did well with the craft - stayed seated & under control. We were able to have conversation & ask questions w/o constant redirection

Appendix Q

SEE t-test Calculation

	A	B	C	D	E
1	9	12	t-Test: Paired Two Sample for Means		
2	13	16			
3	22	28		<i>Variable 1</i>	<i>Variable 2</i>
4	7	8	Mean	16.9166667	18.75
5	14	15	Variance	75.1742424	79.6590909
6	22	21	Observations	12	12
7	9	10	Pearson Corr	0.97594527	
8	18	18	Hypothesized	0	
9	30	34	df	11	
10	9	11	t Stat	-3.2631273	
11	16	18	P(T<=t) one-t	0.00377844	
12	34	34	t Critical one	1.79588482	
13			P(T<=t) two-t	0.00755688	
14			t Critical two	2.20098516	

Appendix R

EOWPVT-4 and ROWPVT-4 t-test Calculations

	A	B	C	D	E
17	EOWPVT-4		t-Test: Paired Two Sample for Means		
18	77	86			
19	72	85		<i>Variable 1</i>	<i>Variable 2</i>
20	108	129	Mean	92.75	107.75
21	114	131	Variance	454.25	660.91667
22			Observations	4	4
23			Pearson Corr	0.9932936	
24			Hypothesized	0	
25			df	3	
26			t Stat	-5.809475	
27			P(T<=t) one-t	0.0050762	
28			t Critical one	2.3533634	
29			P(T<=t) two-	0.0101525	
30			t Critical two	3.1824463	
31					
32	ROWPVT-4				
33	106	119	t-Test: Paired Two Sample for Means		
34	89	104			
35	108	112		<i>Variable 1</i>	<i>Variable 2</i>
36	116	132	Mean	104.75	116.75
37			Variance	128.91667	140.91667
38			Observations	4	4
39			Pearson Corr	0.8897005	
40			Hypothesized	0	
41			df	3	
42			t Stat	-4.3817805	
43			P(T<=t) one-t	0.011003	
44			t Critical one	2.3533634	
45			P(T<=t) two-	0.022006	
46			t Critical two	3.1824463	