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# Student Engagement & Empowerment Project

## FINAL REPORT

Puget Sound Educational Service District (PSESD) &  
University of Washington SMART Center

December 2019

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### Brief Interventions Enhancing School Safety Grant

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Student Engagement & Empowerment Project Report  
UW SMART Center & Puget Sound Educational Service District

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*Revised February 2020 by UW SMART Center SEE Project Team –  
Aaron Lyon, PhD; Jessica Coifman, MPH; Chayna Davis, PhD, Erin McRee, BA*

## Project Information

<b>Project Title</b>	Brief Interventions Enhancing School Safety
<b>Grant Start/End Date</b>	January 2014 to December 2017 (NCE 12/19)
<b>Funder</b>	National Institute of Justice 2014-CK-BX-0013
<b>PSESD Team (current)</b>	Julie Rolling (PI), Arthur Dennis, Anna Wade, Beth Delaney
<b>UW Team (current)</b>	Aaron Lyon (PI), Jessica Coifman, Chayna Davis, Erin McRee

***Purpose of Report: Overall summary of the project design, methodology, data collection and results for multiple stakeholders including PSESD, WRSD, and NIJ.***

## Grant Summary

Discipline in schools is typically disproportionate, reactive and punitive. Evidence-based strategies that have been recently developed focus on shifting schools to a more proactive and positive approach by detecting warning signs and intervening early. This project evaluates the implementation of an evidence-based intervention to improve students' mindsets and feelings of school belonging.

This grant-funded project was designed to enhance school capacity to implement a Tier 2 intervention (Student Engagement and Empowerment) to improve student attendance, behavior, and achievement, while simultaneously evaluating the effects of this intervention. The intervention and research project were individualized to fit existing school operations in our partnering local school district. A grant-funded coach supported delivery of SEE at each school for the duration of the 3-year grant. SEE was delivered by trained teachers in the classroom over the course of a seven-session curriculum. The overarching project goal was to scale up and simultaneously evaluate a Tier 2 intervention that could be sustained after completion of the grant.

The research procedures consisted of an evaluation of the effects of the SEE program on the outcomes of students at elevated risk for disciplinary action and school dropout. This project would ultimately investigate the effects of building capacity within schools to make data-driven decisions surrounding the selection and delivery of evidence-based, brief, relatively low-cost interventions proven to improve students' mindsets and school belonging, two constructs linked to increased school engagement and safety. In school climates where interventions addressing feelings of belonging, teacher-student relationships, connectedness to learning, and peer relationships, are negative or lacking, students are more likely to engage in or be victims of school violence. As a result, this translational research project was focused on applying scientific research findings in the school setting.

The SEE program included 7 lessons about growth-mindset and social belonging. The growth mindset intervention (GMI) components were developed on the basis of extensive literature review and previous experience with youth similar to those targeted by our actual intervention. First, based on prior research, the GMI will emphasize that although change may be difficult, take some time, and may require help from others—it is always possible. Second, consistent with past research, the GMI will target improving an overall mindset that it is possible to experience growth/change and overcome barriers encountered in and outside of school. Finally, throughout the intervention, testimonials from other students will be used to support the notion of growth mindset and incrementally changing and improving, which is grounded in the social-proofing concept from social psychology. Social belonging is a fundamental human need that can represent a critical point of intervention within schools. Studies have established that feelings of school belonging via increased connection with teachers are associated with lower rates of deviant behavior and overall school misconduct. The social belonging intervention (SBI) components delivered to participants targeted increasing students' implicit theories—changing how students think or feel about themselves in connection to school—as well as their direct experiences with others—receiving positive interactions and messages from educators.

Outcome data was collected for at-risk students in classrooms delivering the SEE program, and a comparison sample of at-risk students in classrooms not delivering the SEE program. We initially hypothesized that students receiving the program would evidence a greater sense of belonging to school, endorse greater growth mindset, have better attendance and fewer suspensions/expulsions and course failure, and have better behavioral outcomes than students in the comparison group.

## Research Questions

1. When compared to a randomly assigned group of students receiving intervention as usual, do students in the intervention group have:
  - a. Significant improvements in school belonging and academic mindsets? *(see pages 8-10)*
  - b. Significant improvements in risk factors for violence, including attendance, engagement, suspensions/expulsions and course failure? *(see page 10)*
  - c. Significant improvements in parent-reported and self-reported behavior? *(see pages 10-11)*
  - d. Significantly fewer unsafe behaviors? *(see page 10)*
2. Do certain student-level factors (such as, ethnicity, gender, timing of identification, baseline status on measures of behavior, school belonging, and growth mindset) moderate the effectiveness of the intervention? *(see page 8)*
3. Do changes in school belonging and mindset mediate the relationship between intervention and outcomes? *(see page 8)*
4. Do educators and students find the interventions to be acceptable, beneficial, feasible, and developmentally appropriate for use with students in schools? *(see pages 11-12)*

## Methodology

In order to address the aforementioned research questions, the intervention coach, PSES PI and UW research team collaboratively developed a process for targeting at-risk students to participate in this Tier 2 intervention in mixed classrooms and identified embedded and engaged teachers to deliver the SEE intervention. Data was collected on at-risk students receiving the program over five waves from Spring of 2016 to Spring of 2019, and a comparison group of at-risk students not receiving the program, in order to provide generalizable data about the impact of early intervention for at-risk youth.

To start, we identified students at a local middle school and high school who were at greater potential risk of drop out. Risk was identified by variables such as: unexcused absences, suspensions, grades, ELA and MATH scores. We did not include those students with the highest risk scores as these were students that would likely be in need of greater individualized support (Tier 3) as well as those students who had lower risk scores. The intervention coach recruited from this targeted list of students in grades 6-9 to participate in this project. Following student assent and parent consent, they were then randomized into the intervention or control condition. Students in both groups were then asked to complete an online baseline survey (T1). Students in the intervention group were then assigned to a classroom and teacher to complete the 7-lesson SEE curriculum. Following completion of the program, students in the intervention group completed an in-person exit interview with the coach and an online survey (T2). Their corresponding counterparts (controls) completed only the online survey (T2). Data was also collected from all participating students at 6 months (T3) and 12 months (T4). Parents of participating students were also asked to complete brief online surveys about their child's behavior at each of these four time points.

As part of the gradual scale-up of the SEE program, educators were asked to provide feedback about the program following their first delivery of the SEE curriculum.

## Results

### Participant Enrollment & Demographic Information

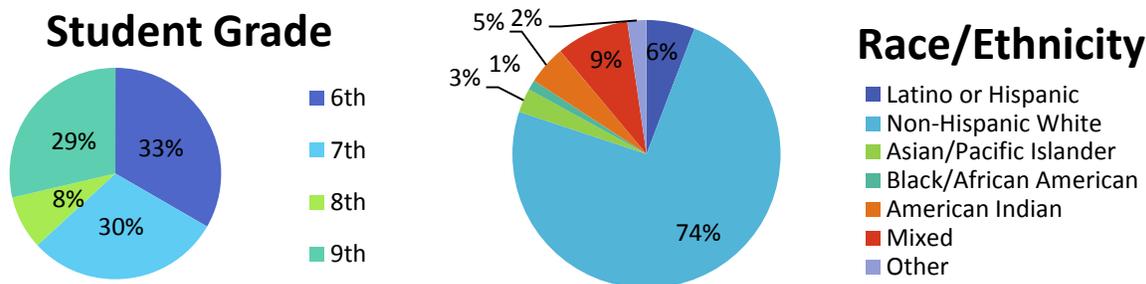
Recruitment of school districts was a challenge from the beginning. Several districts were on-boarded but due to changes in timeline, personnel and delays in NIJ approvals, they dropped out. Given that we had forged a strong working relationship with our first partnering school district, we opted to continue data collection in the district beyond the first three waves originally agreed upon and extended their collaboration for the duration of the project (2 additional cohorts). A total of 182 students were enrolled in the project, with 92 in the SEE intervention condition and 90 in the control condition.

**TABLE 1**

	Grade	Enrolled			Cohort Total
		Intervention	Control	Total	
Cohort 1	6	9	6	15	36
	7	6	6	12	
	9	4	5	9	
Cohort 2	6	5	6	11	39
	7	4	3	7	
	9	10	11	21	
Cohort 3	6	8	7	15	34
	7	9	10	19	
Cohort 4	6	4	5	9	27
	7	3	2	5	
	8	3	4	7	
	9	0	6	6	
Cohort 5	6	6	6	12	46
	7	6	5	11	
	8	5	4	9	
	9	10	4	14	
<b>TOTAL</b>		<b>92</b>	<b>90</b>	<b>182</b>	<b>182</b>

### Students

Student demographic information was compared at baseline between students randomized to the SEE and control conditions to determine whether randomization was successful and yielded equivalent groups. Table 2 indicates that there were no significant differences between the SEE and control conditions with the exception that there were more male students in the SEE condition as compared to the control condition. Table 3 highlights many of the risk and needs that students self-reported at baseline.



**TABLE 2**

*Student participant demographics as a whole sample and by condition (Control, SEE).*

Participant Demographics	Whole Sample					
	Control		SEE		Total	
	n	%	n	%	n	%
<b>Gender</b>						
Male	50	58.1	57	67.1	107	62.6
Female	32	37.2	27	31.8	59	34.5
Other	3	3.5	0	0	3	1.8
Prefer not to answer	1	1.2	1	1.2	2	1.2
Total	86	100	85	100	171	100
<b>Ethnicity</b>						
Latino or Hispanic	5	5.8	5	5.9	10	5.8
Non-Hispanic White	65	75.6	62	72.9	127	74.3
Asian/Pacific Islander	1	1.2	4	4.7	5	2.9
Black/African American	2	2.3	0	0	2	1.2
American Indian	3	3.5	5	5.9	8	4.7
Mixed	8	9.3	7	8.2	15	8.8
Other	2	2.3	2	2.4	4	2.3
Total	86	100	85	100	171	100
<b>Grade Level</b>						
6 <sup>th</sup> grade	28	32.6	29	34.1	57	33.3
7 <sup>th</sup> grade	26	30.2	25	29.4	51	29.8
8 <sup>th</sup> grade	7	8.1	7	8.2	14	8.2
9 <sup>th</sup> grade	25	29.1	24	28.2	49	28.7
Total	86	100	85	100	171	100
<b>Age</b>						
11 years old	17	19.8	20	23.5	37	21.6
12 years old	24	27.9	21	24.7	45	26.3
13 years old	19	22.1	12	14.1	31	18.1
14 years old	18	20.9	15	17.6	33	19.3
15 years old	8	9.3	14	16.5	22	12.9
16 years old	0	0	1	1.2	1	0.6
Missing	0	0	2	2.4	2	1.2
Total	86	100	85	100	171	100

*\*\* sample is smaller than enrollment numbers, as we did not include data for students that we have not received written consent*

**TABLE 3**

*Snapshot of student-reported risks and needs for whole sample (N=171) –data collected from baseline WARNS assessment*

	<b>Housing</b> <ul style="list-style-type: none"><li>• 4 students indicated that they had experienced homelessness in the past 2 years</li><li>• 33% have lived in 2 or more different homes in the past 2 years</li><li>• 15% have lived in a foster home, group home or with a relative for 1+ month</li></ul>
	<b>School</b> <ul style="list-style-type: none"><li>• 85% report that a brother/sister has dropped out of middle or high school</li><li>• 44% have attended 2 or more schools in the past 2 years</li><li>• 6% have been held back or not promoted to the next grade in school</li></ul>
	<b>Grades &amp; Future Schooling</b> <ul style="list-style-type: none"><li>• One third of students report receiving mostly A's and B's</li><li>• 21% don't believe they will attend postsecondary school</li><li>• 53% believe they will attain a Bachelor's degree or more</li></ul>
	<b>Truancy &amp; Disciplinary Action</b> <ul style="list-style-type: none"><li>• 82% report never skipping or cutting class</li><li>• 11% have been suspended or expelled from school 2 or more times</li></ul>
	<b>Stressors &amp; Basic Needs</b> <ul style="list-style-type: none"><li>• 30% receive free or reduce priced meals at school</li><li>• One third report that someone close to them has died in the last year</li><li>• 12% report that their parents have divorced or separated in the last year</li></ul>

## Teachers

Over the duration of the project, we have had multiple teachers trained to deliver the SEE intervention. During the first year we recruited a large number of teachers as this is how we identified those most engaged with the program to continue on in the project for subsequent years. A total of 11 teachers were involved in the iterative development of the intervention across 5 cohorts. The intervention was delivered either by pairs of teachers or individuals. Teachers were asked to provide feedback on the SEE curriculum and each component of the intervention following their first full delivery of the intervention. This teacher input, supplemented by student exit interview feedback, informed refinements to program content and intervention delivery.

SEE intervention delivery and fidelity was self-rated by each teacher or teacher-team. They reported on all components and activities of the intervention using a self-reported fidelity checklist for each lesson. Each lesson contained between 5 and 13 key points to be delivered. In the chart below (table 4), we have indicated the number of teachers or teacher-teams per cohort and their self-reported fidelity on SEE intervention delivery. Several teacher(s) had missing data which is indicated below by an asterisk.

**TABLE 4**

Cohort	Teacher(s)	% key points delivered
1	1	12%*
	2	38%*
	3	97%
	4	97%
	5	97%
2	1	98%
	2	100%
	3	96%
	4	98%
3	1	93%
	2	100%
4	1	70%*
	2	88%
5	1	82%
	2	51%*
	3	42%

**Data Collection**

Baseline (T1) and follow-up survey data (T2, T3, T4) included items from the following student measures: Theory of Intelligence, Learning Goals, Efforts Beliefs, Psychological Sense of School Membership, WARNS Risk & Needs. Following completion of the program (T2), students from the intervention group also provided feedback on the SEE program and curriculum Parents reported on student behaviors for all four time points with the Strengths & Difficulties Questionnaire (SDQ) via an online survey. We also collected existing school-based data for each enrolled student. This data included: academic performance data (GPA and standardized test scores), attendance data, and behavioral data (discipline referrals and suspensions).

Overall, student survey completion (see Table 5) for all time points was exceptionally high (95%) for both study conditions. Nearly all (97%) students from the intervention condition participated in the student exit interviews. Parent survey completion (see Table 6) showed a steady decline over time. Attrition is common for non-incentivized participation.

**TABLE 5**

Student Survey Completion										
Students	Grade	Enrolled	Student Survey T1		Student Survey T2		Student Survey T3		Student Survey T4	
			T1	T1%	T2	T2%	T3	T3%	T4	T4%
Cohort 1	6	15	15	100%	15	100%	14	93%	13	87%
	7	12	12	100%	12	100%	11	92%	10	83%
	9	9	9	100%	8	89%	9	100%	9	100%
	Total	36	36	100%	35	97%	34	94%	32	89%
Cohort 2	6	11	10	91%	11	100%	11	100%	10	91%
	7	7	6	86%	7	100%	7	100%	7	100%
	9	21	21	100%	20	95%	20	95%	19	90%
	Total	39	37	95%	38	97%	38	97%	36	92%
Cohort 3	6	15	15	100%	15	100%	13	87%	13	87%
	7	19	19	100%	19	100%	16	84%	17	89%
	Total	34	34	100%	34	100%	29	85%	30	88%
Cohort 4	6	9	9	100%	9	100%	9	100%	8	89%
	7	5	5	100%	5	100%	5	100%	5	100%
	8	7	7	100%	7	100%	6	86%	4	57%
	9	6	6	100%	6	100%	5	83%	5	83%
	Total	27	27	100%	27	100%	25	93%	22	81%
Cohort 5	6	12	12	100%	12	100%	12	100%	12	100%
	7	11	11	100%	11	100%	10	91%	10	91%
	8	9	9	100%	9	100%	9	100%	8	89%
	9	14	14	100%	14	100%	13	93%	14	100%
	Total	46	46	100%	46	100%	44	96%	44	96%
<b>TOTAL</b>		<b>182</b>	<b>180</b>	<b>99%</b>	<b>180</b>	<b>99%</b>	<b>170</b>	<b>93%</b>	<b>164</b>	<b>90%</b>

**TABLE 6**

Parent Survey Completion										
	Grade	Enrolled	Parent Survey T1		Parent Survey T2		Parent Survey T3		Parent Survey T4	
			T1	T1%	T2	T2%	T3	T3%	T4	T4%
Cohort 1	6	15	13	87%	12	80%	10	67%	12	80%
	7	12	9	75%	9	75%	6	50%	9	75%
	9	9	5	56%	6	67%	6	67%	7	78%
	Total	36	27	75%	27	75%	22	61%	28	78%
Cohort 2	6	11	6	55%	3	27%	6	55%	5	45%
	7	7	3	43%	4	57%	6	86%	5	71%
	9	21	7	33%	6	29%	15	71%	8	38%
	Total	39	16	41%	13	33%	27	69%	18	46%
Cohort 3	6	15	9	60%	13	87%	10	67%	8	53%
	7	19	9	47%	12	63%	14	74%	10	53%
	Total	34	18	53%	25	74%	24	71%	18	53%
Cohort 4	6	9	6	67%	6	67%	3	33%	2	22%
	7	5	3	60%	3	60%	3	60%	3	60%
	8	7	4	57%	5	71%	5	71%	4	57%
	9	6	5	83%	4	67%	3	50%	4	67%
	Total	27	18	67%	18	67%	14	52%	13	48%
Cohort 5	6	12	8	67%	9	75%	6	50%	7	58%
	7	11	7	64%	8	73%	2	18%	2	18%
	8	9	3	33%	6	67%	3	33%	5	56%
	9	14	8	57%	9	64%	6	43%	6	43%
	Total	46	26	57%	32	70%	17	37%	20	43%
<b>TOTAL</b>		<b>182</b>	<b>105</b>	<b>58%</b>	<b>115</b>	<b>63%</b>	<b>104</b>	<b>57%</b>	<b>97</b>	<b>53%</b>

**Project Outcomes**

Cronbach’s alphas indicated good reliability for all scales and subscales ( $\alpha = .X - .Y$ ). There was limited missing data (see scale and subscales Ns), and item means for each measure were calculated as long as participants had completed 80% of the items included in each scale and subscale. Descriptive statistics (means or frequencies) for all parent data and student primary outcomes were calculated using SPSS 26 and are presented in the Appendices. Study conditions (SEE and Control) were compared using t tests at each time point, and Repeated Measures-ANOVAs (RM-ANOVAs), and cross tabulations with Chi-square tests. For academic data, we performed t tests at each year of administrative data collection (pre-, intervention, and post-), and general linear modelling to examine student academic outcome over year. Given interest in sustainability of the SEE intervention in the participating High School, all analyses were also performed for the sample of students in High School.

**Student Primary Outcomes**

These outcomes were assessed at all four timepoints via online surveys including the following measures: Theory of Intelligence, Learning Goals, Efforts Beliefs, Sense of Belonging (PSSM), and WARNS Needs Scale. Baseline scores on outcome measures were not statistically significant for all primary student outcome variables collected. Results of the t tests indicated no significant group differences for all student primary outcomes at each time point for the whole sample. When the sample of high school-only students was analyzed, we found that there was a significant difference between conditions for Sense of Belonging at both time points 2 and 3, but this finding did not extend to time point 4. When RM-ANOVAs were performed, results indicated no significant group differences over time in all student primary outcomes for both the whole and high school-only samples.

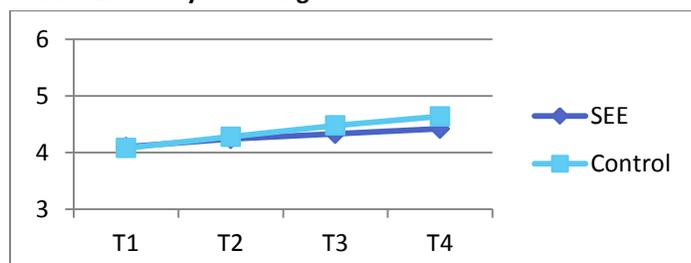
Our lack of robust findings and small sample size did not warrant further analysis of whether certain student-level factors moderated the effectiveness of the intervention. However, for students assigned to the SEE condition, we examined if there was any difference in primary outcomes for student who had high attendance (greater than 6 lessons). Results did not change as a function of attendance.

## Theory of Intelligence (TOI)

The purpose of this scale is to obtain a rating of the type of mindset the youth has. The scale consists of eight items: three entity theory statements (e.g., “You have a certain amount of intelligence, and you really can't do much to change it”); and three incremental theory statements (e.g., “You can always greatly change how intelligent you are”; Dweck, 1999) and two additional statements we developed. The incremental theory items were reverse scored and a mean theory of intelligence score was calculated for the eight items, with the low end (1) representing a pure entity theory, and the high end (6) agreement with an incremental theory. This scale was administered to all student participants at four timepoints. The full list of items on the measure can be found on page 17.

Results indicated that there was no statistically significant difference between the control and intervention conditions for both the whole sample and high-school only sample. However, both conditions showed a trend towards increased growth mindset (see Graph 1). Results of this analysis can be found in the Appendices on page 28.

**GRAPH 1: Theory of Intelligence**



## Learning Goals

The three items of the learning goal subscale were selected from the Patterns of Adaptive Learning Survey and measure the value of learning as a motivation (“An important reason why I do my school work is because I like to learn new things”) even when it is not easy (“I like school work best when it makes me think hard”) or conflicts with short-term performance (“I like school work that I'll learn from even if I make a lot of mistakes”). Three additional items were developed by the UW research team. The full list of items on the measure can be found on page 18.

Results indicated that there was no statistically significant difference between the control and intervention conditions for both the whole sample and high-school only sample. Results of this analysis can be found in the Appendices on page 29.

## Effort Beliefs

The nine-item effort beliefs subscale contained four positive and five negative items (Blackwell, 2002). Positive items measured students' belief that effort leads to positive outcomes (e.g., “The harder you work at something, the better you will be at it”). Negative items assessed students' belief that effort has an inverse, negative relation to ability (“To tell the truth, when I work hard at my schoolwork, it makes me feel like I'm not very smart”), and is ineffective in achieving positive outcomes (“If you're not good at a subject, working hard won't make you good at it”). Items were merged to create a measure of Positive Effort Beliefs ( $\alpha=.79$ ,  $M=4.66$ ,  $SD=.89$ ). Two additional items were developed by the UW research team related to relationships. The full list of items on the measure can be found on page 19.

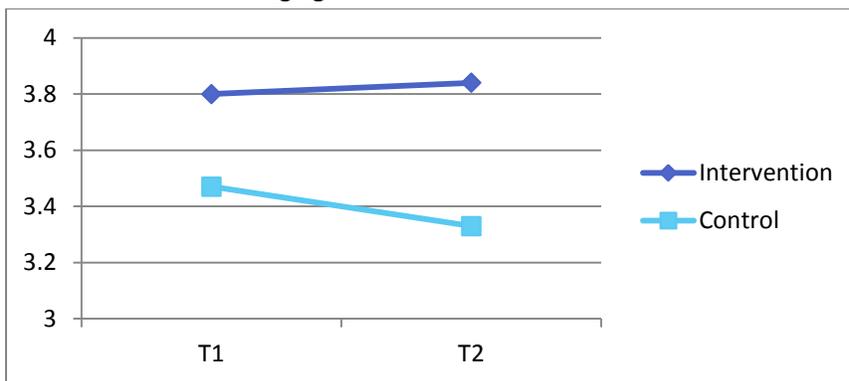
Results indicated that there was no statistically significant difference between the control and intervention conditions for both the whole sample and high-school only sample. Results of this analysis can be found in the Appendices on page 30.

### Sense of Belonging

The Psychological Sense of School Membership Scale (PSSM) was used to obtain a rating of student sense of belonging. The scale consists of eighteen items measuring adolescent students' perceived belonging or psychological membership in the school environment. Examples of such items include: "I feel like a part of my school", "Teachers at my school respect me", "Sometimes I feel as if I don't belong in my school". The full list of items on the measure can be found on page 20.

For the full sample, results indicated that there was no statistically significant difference between the control and intervention conditions for sense of belonging. For the high-school only group, there was a statistically significant difference post-intervention (T2:  $p=.01$ ; T3:  $p=.03$ ), however this significance wasn't sustained by the final data point (T4). Results of this analysis can be found in the Appendices on page 31.

**GRAPH 2: Sense of Belonging in HS from T1 to T2**



### WARNS Needs

This scale assesses behavioral problems in students, including: externalizing and internalizing behaviors, and assess youth's functioning in three social contexts: peer relationships, the family environment, and the school environment. There are six Needs Scales in the WARNS instrument, each consisting of between five and nine questions (40 questions total). All six areas have been linked to truancy, delinquency, and/or dropping out of school. Scores on a scale are used to determine whether a youth has a *Low*, *Moderate*, or *High* need for intervention in that area. The full list of items on the measure can be found on pages 21-23.

Results indicated that there was no statistically significant difference between the control and intervention conditions for each of the WARNS subscales. Results of this analysis can be found in the Appendices on page 32.

### Academic Outcomes

The school district collected academic data for three time points: T1 (year prior to intervention), T2 (year of intervention/ study enrollment) and T3 (year following completion of the study). When group differences were examined by each time point for academic outcomes (GPA, ELA scores, and Math scores, unexcused absences and office discipline referral), findings did not indicate significant difference for any measure except ELA, where marginal significance was found ( $X = 2527.23$  for Controls,  $X = 2497.24$  for SEE,  $p = .05$ ) during the intervention year, but did not sustain to the post-intervention year. As expected given these findings, GLM results were also not significant by group over year. The academic data provided by the school did not include additional information on the behaviors resulting in the disciplinary actions, so we were therefore not able to code for disruptive, defiant or

unsafe behaviors to evaluate the impact of the intervention to reduce incidents of unsafe behaviors. Results of these analyses can be found in the Appendices on pages 34-35.

### Parent-Reported Student Outcomes

Parents reported on their child’s behavior via the Strengths and Difficulties Questionnaire (SDQ) over the course of the project. The SDQ measures difficulties in five psychological domains: emotional symptoms, conduct problems, hyperactive-inattention, peer relationship, and prosocial behavior. The full list of items on the measure can be found on pages 24-25.

Results of the t tests indicated no significant group differences for parent-reported student outcomes at each time point for the whole sample. When the sample of high school-only students was analyzed, we found that there was a significant difference for some of the subscales of the SDQ at baseline, though this finding is likely the result of very small sample size. As expected given these findings, RM-ANOVAs were also not significant by group over time. Results of this analysis can be found in the Appendices on page 36.

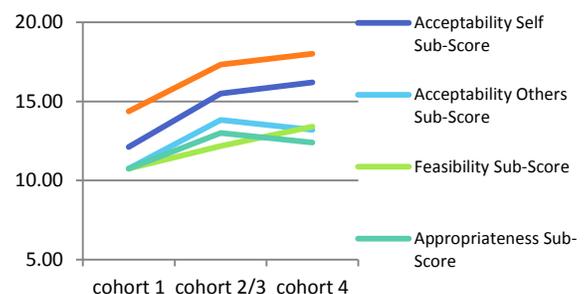
### Teacher Feedback on SEE Program

Teacher exit interviews were conducted following completion of the initial delivery of the SEE curriculum with all new teachers. Teacher feedback was incorporated into the iterative development of the curriculum and revisions to program lesson activities and presentations. Common themes are displayed in the table below.

Lesson Focus	Feedback – Common Themes for Revisions
<b>Growth Mindset</b>	<ul style="list-style-type: none"> <li>• Too much in a short amount of time. More time spent. More time to deliver lesson.</li> <li>• Go over the lesson multiple times with different perspectives and activities. More activities.</li> <li>• Need more age-appropriate graphics.</li> <li>• It didn’t say how students minds changed.</li> <li>• Good to have teachers involved in curriculum development.</li> <li>• Need more time for discussion.</li> <li>• GM letter activity needed more structure.</li> </ul>
<b>SMART Goals (formerly WOOP)</b>	<ul style="list-style-type: none"> <li>• SMART goals was already familiar (<i>so replaced WOOP model after cohort 1 feedback</i>)</li> <li>• Reinforce with repetition. Need for follow-through.</li> <li>• Break lesson up over multiple classes.</li> <li>• Need a video or written example of a high schooler going through activity.</li> <li>• Working in groups didn’t work well for small class size.</li> </ul>
<b>Social Belonging</b>	<ul style="list-style-type: none"> <li>• Want additional time to practice and review.</li> <li>• Power point examples felt forced and weren’t interesting.</li> <li>• Missing “how” the change took place.</li> <li>• Need more visuals.</li> <li>• Build more scaffolding for the letter.</li> <li>• Students wanted to know where data used came from – wanted to see themselves reflected.</li> <li>• Lesson took a lot of guiding by teachers to be effective.</li> </ul>

Teachers also provided some quantitative ratings on the acceptability, feasibility, appropriateness and perceived effectiveness of the SEE intervention using an adapted version of the ALFA-Q. We only collected data from teachers during the developmental phases of the curriculum at 3 time points (post cohort 1, post cohorts 2/3, and post cohort 4). Results indicated steady improvement in mean scores for most subscales.

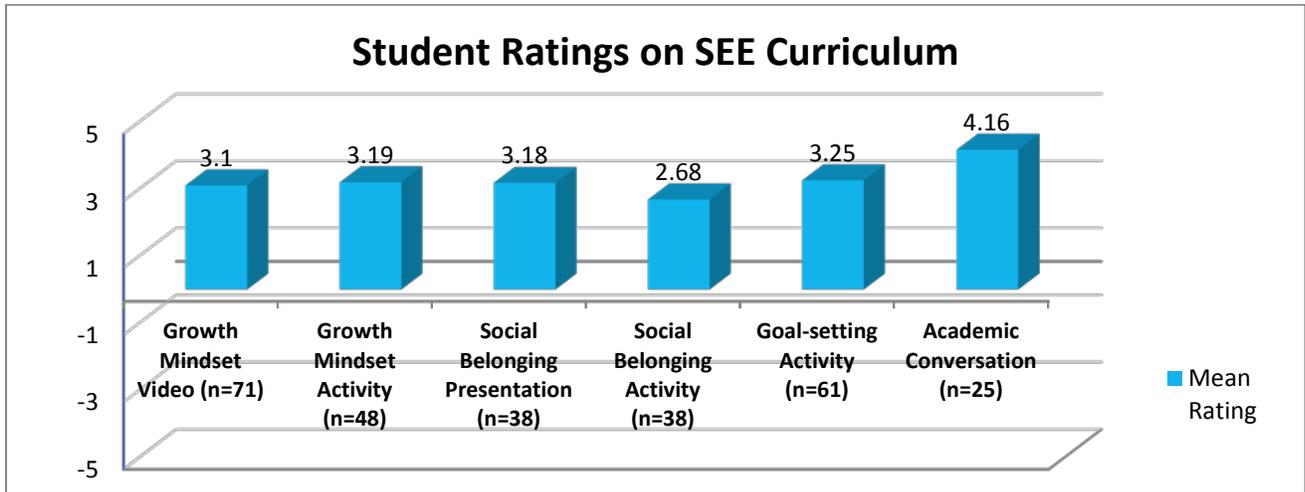
ALFA-Q Subscale Means	cohort 1 (n=8)	cohort 2 (n=6)	cohort 4 (n=5)
Acceptability Self Sub-Score (4 items)	12.13	15.50	16.20
Acceptability Others Sub-Score 4 (items)	10.75	13.83	13.20
Feasibility Sub-Score (4 items)	10.75	12.17	13.40
Appropriateness Sub-Score (3 items)	10.75	13.00	12.40
Perceived Effectiveness Sub-Score (5 items)	14.38	17.33	18.00
Total Social Validity Index	58.75	71.83	73.20



### Student Feedback on SEE Curriculum

Student exit interviews (n=89) were conducted following completion of the SEE program with all students in the intervention group. This student provided evaluative feedback on lesson content and activities informing revisions to the SEE intervention curriculum. Students were asked first to identify whether they remembered a specific SEE lesson and subsequently to rate the various SEE curriculum presentations, videos, and activities on a scale from -5 (complete waste of time) to +5 (extremely valuable). Of those students who endorsed remembering the activity and lesson content, ratings were predominantly positive.

**GRAPH 3: Student Exit Interview Feedback**



Students also reported qualitative feedback on each SEE lesson and activity. Their comments and feelings about content informed curriculum modifications throughout the course of the project, as well as in the substantial revisions prior to the universal roll-out of the SEE program this past 2018-2019 academic year.

**Growth Mindset Video (+)**

How did watching these videos change how you thought, felt, or acted in school?

*"I felt like I could do more things with my mind in classes I was kind of struggling."*

*"To not doubt myself, if I felt like I couldn't do something to keep on doing it."*

**Growth Mindset Video (-)**

Or...why was watching the videos a waste of time?  
How could these videos have been more helpful?

*"Explain more about how a person learns and thinks...More specific tools on how to use it."*

*"Maybe use experiences from people who have applied it to their life."*

**Activity (+)**

*"Again, it made me think about passing school and to not do it all by myself, to ask people for help when I needed it."*

*"It showed it me that the more I worked at something, the better I got at it."*

**Activity (-)**

*"I feel like if there had been follow up about what we wrote, it would have been better."*

*"Maybe coming up with an experience that you had at school then it would help kids at school more."*

*"It changed how I would act around other people and how I would treat them."*

*"I got a lot of things out of it. It was actually eye opening to hear about how students feel."*

**Social Belonging Presentation (-)**

*"If it showed students that go to our districts that would be a lot more helpful."*

*"Probably have a little bit of information on how students started feeling better."*

**Social Belonging Activity (+)**

*"It made me feel a lot better about myself because I am helping someone out and I just gave them advice"*

*"Let me help other people and let me feel good about myself."*

**Social Belonging Activity (-)**

*"You could have had the students write it to the teacher. Students feel more confident telling a teacher."*

*"If we wrote a letter to ourselves that would have been more helpful."*

### Goal Setting Activity (+)

How did doing the goal setting activity change how you thought, felt, or acted in school?

*"It definitely helped me want to do better, and helped me realize that I need to start becoming the person that I have to be. To do that I have to work in school."*

### Goal Setting Activity (-)

Or...why was the goal setting activity a waste of time? How could the goal setting activity have been more helpful?

*"It could have been more helpful by showing what happens when people set good goals."*

### Academic Review Conversation (+)

How did that conversation change how you thought, felt, or acted in school?

*"It made me feel more a part of the school like a teacher cares, if a teacher sits down with me it makes me feel like they care."*

*"It made a little more aware of where I was in school and how I was doing. It made me feel like I was a bit more important than I was previously."*

### Academic Review Conversation (-)

Or...why was the conversation a waste of time? How could that conversation have been more helpful?

*"I think she could have done it more, I think we have only done it a couple times this year."*

*"If we went over what new assignments I needed to turn in and how I could do that. Basically make up a plan for it."*

Additional student comments about their overall experience, included:

- *"I actually just really like the program, it helps a person think if they did not have reasonable goals how to get more reasonable goals and get past the obstacles."*
- *"It is a great program to learn about overall and with the right people to help you, you can apply it to life."*
- *"It is a good opportunity and it was fun!"*
- *"I probably liked best how I set a goal for myself and figured out that I could accomplish it, it is not impossible."*
- *"Made people more open about who they are and what they want to do and what they fear or are uncomfortable with."*

## Results Summary

In summary, the findings from this evaluation demonstrated positive qualitative results when students who received the SEE intervention were questioned about their growth mindset, social belonging, and other self-reported outcomes. This evaluation was unable to demonstrate that the SEE intervention resulted in superior outcomes on a number of quantitative outcome measures (Theory of Intelligence, Efforts Beliefs, Learning Goals, Sense of Belonging, WARNS Needs, academic) outcomes in comparison to a control condition.

## Limitations

Several limitations of this evaluation included the difficulty controlling fidelity of SEE curriculum delivery, inconsistent program implementation and accounting for multiple institutional barriers that impacted the original design and flow of the SEE intervention. Although SEE curriculum delivery fidelity on a whole was quite high, delivery still varied based on differing individual teacher characteristics, as well as level of buy-in to the lessons, and engagement of students. There were multiple institutional barriers that likely added to inconsistent delivery and implementation of the SEE program including various interruptions of the sequential program (e.g. holiday breaks, school testing, etc.), variable buy-in from other school staff (admin/teachers) who would sometimes hold students back from attending SEE lessons, as well as difficulty in scheduling of SEE instructional time (e.g. sometimes during health classes, advisory periods, etc.). Additionally, due to difficulty in enrolling more than one district in the project, we were not able to reach our target numbers for statistically-powered analysis.

## Sustainability Plan

PSESD and teachers continue to collaborate and make adaptations to the curriculum and delivery model, which included (a) deepening learning of core constructs, growth mindset, social belonging, and goal setting, and (b) incorporating more project-based learning into the program, and (c) incorporating early identification and intervention into the universal model. The program was expanded to all students at the high school starting in October, 2018 and was incorporated into lessons for the duration of the school year.

### ***Note from PSESD Coach Beth Delaney:***

PSESD has continued the work on the school wide lessons that incorporate the core principals of the SEE project lessons. An introduction unit was written to help establish “the why” for staff and students. It includes introduction of Emotional Intelligence and the impact it has on student outcomes and life success. The lessons have been adapted to 3 years of lessons that include leadership roles in the older students and align with Washington State Standards around SEL implementation. We are currently working to frame early warning of risk for students through the lessons. Teachers are tracking students who have been identified by various indicators with whom they have formed a positive connection. The students are included in the lessons taught by these teachers and teachers follow up with interventions or collaboration with teachers who have the students in academic classes.

The school district has identified 2 teachers to lead the body of work. They have been involved in lesson adaptation, support materials development and teacher training. We meet 2 days a week to make sure the program development is on track and meeting expectations of district leadership. The goal of the district is to have a support team in place at the end of 2019-20 school year to continue the adaptation of lessons for one more year.

Panorama was adopted by the school district in the 2019-20 school year to increase evaluations methods and build a framework to support current early warning indicators systems. PSESD has proposed a partnership that will run through the end of the 2019-20 school year. The district will invest in part of a stipend to keep EWIS coach in place in order to meet the district goals. The projected work could include:

- EWIS data with a focus on discipline

- More efficient partnership with Panorama to help make the most of the current investment in their product
- Setting up a continuous cycle of data-based improvement so we have evidence of how the programs are affecting teacher instruction and classroom management and student outcomes

## Appendices

### Measures

#### Theory of Intelligence

	Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree
	1	2	3	4	5	6
<b>1</b> You have a certain amount of intelligence, and you can't really do much to change it.	1	2	3	4	5	6
<b>2</b> Your intelligence is something about you that you can't change very much.	1	2	3	4	5	6
<b>3</b> No matter who you are, you can significantly change your intelligence level.	1	2	3	4	5	6
<b>4</b> To be honest, you can't really change how intelligent you are.	1	2	3	4	5	6
<b>5</b> You can always substantially change how intelligent you are.	1	2	3	4	5	6
<b>6</b> You can learn new things, but you can't really change your basic intelligence.	1	2	3	4	5	6
<b>7</b> No matter how much intelligence you have, you can always change it quite a bit.	1	2	3	4	5	6
<b>8</b> You can change even your basic intelligence level considerably.	1	2	3	4	5	6

## Learning Goals

		Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>1</b>	An important reason why I do my school work is because I like to learn new things.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>2</b>	I like school work best when it makes me think hard.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>3</b>	It's much more important for me to learn things in my classes than it is to get good grades.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>4</b>	I think it's important to get along with my teachers even when they are asking me to do assignments I don't want to do.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>5</b>	I think conflict with peers is important to learn from even though it can be hard.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>6</b>	Even though I may struggle to get along with certain peers or teachers, I recognize having good relationship with other teachers and peers is important.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

### Efforts Beliefs

		Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>1</b>	To tell the truth, when I work hard at my schoolwork, it makes me feel like I'm not very smart.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>2</b>	If I put in the time and energy and look for the good in others, I can build a better relationship with them.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>3</b>	It doesn't matter how hard you work—if you're not smart, you won't do well.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>4</b>	When something is hard, it just makes me want to work on it more, not less.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>5</b>	If you're not good at a subject, working hard won't make you good at it.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>6</b>	If a subject is hard for me, it means I probably won't be able to do really well at it.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>7</b>	Hard work doesn't help someone get along better with others.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>8</b>	If you're not doing well at something, it's better to try something easier.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>9</b>	If you don't work hard and put in a lot of effort, you probably won't do well.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>10</b>	The harder you work at something, the better you will be at it.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>11</b>	If an assignment is hard, it means I'll probably learn a lot doing it.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

### Psychological Sense of School Membership (Sense of Belonging)

		Not true at all		Somewh at true		Very true
		1	2	3	4	5
<b>1</b>	I feel like a part of my school.	1	2	3	4	5
<b>2</b>	People at my school notice when I am good at something.	1	2	3	4	5
<b>3</b>	It is hard for people like me to be accepted here.	1	2	3	4	5
<b>4</b>	Other students in my school take my opinions seriously.	1	2	3	4	5
<b>5</b>	Most teachers at my school are interested in me.	1	2	3	4	5
<b>6</b>	Sometimes I feel as if I don't belong in my school.	1	2	3	4	5
<b>7</b>	There is at least one teacher or adult I can talk to in my school if I have a problem.	1	2	3	4	5
<b>8</b>	People at my school are friendly to me.	1	2	3	4	5
<b>9</b>	Teachers here are not interested in people like me.	1	2	3	4	5
<b>10</b>	I am included in lots of activities at my school.	1	2	3	4	5
<b>11</b>	I am treated with as much respect as other students in my school.	1	2	3	4	5
<b>12</b>	I feel very different from most students at my school.	1	2	3	4	5
<b>13</b>	I can really be myself at school.	1	2	3	4	5
<b>14</b>	Teachers at my school respect me.	1	2	3	4	5
<b>15</b>	People at my school know that I can do good work.	1	2	3	4	5
<b>16</b>	I wish I were in a different school.	1	2	3	4	5
<b>17</b>	I feel proud to belong to my school.	1	2	3	4	5
<b>18</b>	Other students at my school like me the way that I am.	1	2	3	4	5

## WARNS

		Never or hardly never	Sometime s	Often	Always or almost always
		0	1	2	3
<b>1</b>	I liked going to school.	0	1	2	3
<b>2</b>	I got into physical fights.	0	1	2	3
<b>3</b>	I felt close to my parents.	0	1	2	3
<b>4</b>	I smoked cigarettes.	0	1	2	3
<b>5</b>	I broke the rules at home, school, or work.	0	1	2	3
<b>6</b>	If I wanted to do homework, my parents' home was a good place to be.	0	1	2	3
<b>7</b>	I lost my temper and hit or yelled at someone.	0	1	2	3
<b>8</b>	I felt supported and respected by the adults at school.	0	1	2	3
<b>9</b>	I felt like nothing could cheer me up.	0	1	2	3
<b>10</b>	I did things that could have got me arrested.	0	1	2	3
<b>11</b>	My friends got drunk or high from alcohol, marijuana (pot, weed), or other drugs.	0	1	2	3
<b>12</b>	I got into trouble at school (kicked out of class, disciplined, suspended).	0	1	2	3
<b>13</b>	I could talk to an adult at school if I had a problem.	0	1	2	3
<b>14</b>	I felt sad, down, or unhappy.	0	1	2	3
<b>15</b>	I got sick, passed out, or couldn't remember what happened because of alcohol or drugs.	0	1	2	3
<b>16</b>	I was so worried or bothered by things it was hard to concentrate.	0	1	2	3
<b>17</b>	I learned things in class that will be important later in life.	0	1	2	3
<b>18</b>	I had little interest or pleasure in doing things I usually like to do.	0	1	2	3

		Never or hardly never	Sometime s	Often	Always or almost always
		0	1	2	3
19	My friends did things that could have gotten them arrested.	0	1	2	3
20	Other kids at school picked on me or bullied me.	0	1	2	3
21	I got into arguments with my parents.	0	1	2	3
22	I drank two or more alcoholic beverages (beer, wine, liquor) in a day.	0	1	2	3
23	I studied for my quizzes and tests.	0	1	2	3
24	I threatened to hurt someone.	0	1	2	3
25	I had trouble sleeping or eating, because I couldn't get something off my mind.	0	1	2	3
26	I thought about dropping out of school.	0	1	2	3
27	I lied, disobeyed, or talked back to adults.	0	1	2	3
28	I could talk to my parents if I had a problem.	0	1	2	3
29	I felt hopeless about the future.	0	1	2	3
30	My friends got into trouble at school.	0	1	2	3
31	I felt more tense, irritated, or worried than usual.	0	1	2	3
32	I got my homework completed and turned in on time.	0	1	2	3
33	Things in my home were stressful.	0	1	2	3
34	I used drugs such as cocaine, ecstasy, meth, or pills.	0	1	2	3
35	My friends skipped or cut class.	0	1	2	3
36	I picked on or bullied other kids.	0	1	2	3
37	I got so nervous I felt sick, had trouble breathing, or felt shaky.	0	1	2	3
38	I missed or skipped school to use or recover from drugs or alcohol.	0	1	2	3
39	I didn't care about anything anymore.	0	1	2	3
40	I smoked or used marijuana (pot, weed).	0	1	2	3

	Never or hardly never	Sometime s	Often	Always or almost always
	0	1	2	3
41 I got so angry I hit or broke something.	0	1	2	3
42 My teachers cared about me.	0	1	2	3
43 I lied, hustled, or conned someone to get what I wanted.	0	1	2	3
44 My classes were interesting.	0	1	2	3
45 I damaged or stole something on purpose.	0	1	2	3
47 My friends got into physical fights	0	1	2	3
48 I stayed out past curfew or overnight somewhere without telling my parents where I was.	0	1	2	3
49 I hung out with gang members.	0	1	2	3
50 My parents would help me with homework if I asked.	0	1	2	3

## Strengths and Difficulties Questionnaire (SDQ)

### PARENT VERSION

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give your answers on the basis of your child's behavior over the **last six months**.

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
Restless, overactive, cannot stay still for long	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
Shares readily with other youth, for example CD's, games, food	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
Often loses temper	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
Would rather be alone than with other youth	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
Generally well behaved, usually does what adults request	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
Many worries or often seems worried	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
Constantly fidgeting or squirming	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
Has at least one good friend	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
Often fights with other youth or bullies them	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
Often unhappy, depressed or tearful	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
Generally liked by other youth	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
Easily distracted, concentration wanders	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
Nervous in new situations, easily loses confidence	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
Kind to younger children	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>

	Not True	Somewhat True	Certainly True
Often lies or cheats	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
Picked on or bullied by other youth	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
Often offers to help others (parents, teachers, children)	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
Thinks things out before acting	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
Steals from home, school or elsewhere	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
Gets along better with adults than with other youth	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
Many fears, easily scared	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
Good attention span, sees chores or homework through to the end	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>

Do you have any other comments or concerns?

Overall, do you think that your child has difficulties in one or more of the following areas: emotions, concentration, behavior or being able to get on with other people?

- No
- Yes- minor difficulties
- Yes- definite difficulties
- Yes- severe difficulties

**If you have answered "Yes", please answer the following questions about these difficulties:**

How long have these difficulties been present?

- Less than a month
- 1-5 months
- 6-12 months
- Over a year

Do the difficulties upset or distress your child?

- Not at all
- Only a little
- A medium amount
- A great deal

Do the difficulties interfere with your child's everyday life in the following areas?

	Not at all	Only a little	A medium amount	A great deal
Home life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friendships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leisure activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do the difficulties put a burden on you or the family as a whole?

- Not at all
- Only a little
- A medium amount
- A great deal

Mother/Father/Other (please specify:) \_\_\_\_\_

### ALFA-Q

There are no right or wrong answers. We are interested in your ideas. It would help us if you answered all items as best you can even if you are not absolutely certain. Using the scale below, indicate your opinion for each of the following statements.

	Strongly Disagree		Neutral		Strongly Agree
1a. I am satisfied with the SEE program.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
1b. My <b>fellow educators</b> would be satisfied with the SEE program.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
2a. To me, the lessons in the SEE program were credible.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
2b. My <b>fellow educators</b> would find the lessons in the SEE program to be credible.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
3a. The SEE program was well organized and easy to deliver.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
3b. My <b>fellow educators</b> would find the SEE program well organized and easy to deliver.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
4a. I am comfortable delivering the SEE program.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
4b. My <b>fellow educators</b> would be comfortable delivering the SEE program.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
	Strongly Disagree		Neutral		Strongly Agree
1a. The SEE program is compatible with the practical realities and resources of the school setting.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
1b. My <b>fellow educators</b> would find the SEE program to be consistent with the practical realities and resources of the school setting.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
2. The implementation of the SEE program is <u>in</u> consistent with the natural professional development that occurs in schools.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
3. The SEE program is feasible for implementation in school settings.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

	Strongly Disagree		Neutral		Strongly Agree
1. The SEE program was compatible with the school's mission to support the academic success of students.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
2. The SEE program is relevant to educational practices that focus on removing barriers to academic success.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
3. The SEE program is appropriate for improving school-based practices for students who are at-risk.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
	Strongly Disagree		Neutral		Strongly Agree
1a. The training, consultation, and materials provided to support the implementation of the SEE program was useful.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
1b. The training, consultation, and materials provided would alter <b>fellow educators'</b> beliefs, leading them to deliver the SEE program with fidelity.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
1c. The training, consultation, and materials provided validated/solidified <b>fellow educators'</b> existing beliefs in support of social, emotional, and behavioral programs.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
2. The SEE program is likely to improve students' performance in school.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
3. The SEE program effectively enables educators within a school to adopt practices that remove barriers to academic success.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

## Data Analysis Tables

### Theory of Intelligence (TOI)

N of Items = 8

All Students

Cronbach's Alpha = .81

Theory of Intelligence (TOI): Group Comparisons by Time Point																													
		Time 1						Time 2						Time 3						Time 4									
		N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p
TOI: Scale Mean						-0.13	168	0.90					0.30	170	0.77					0.96	160	0.34					1.46	154	0.15
Control		85	4.08	0.89	0.10				84	4.28	0.95	0.10				79	4.48	0.91	0.10				76	4.64	0.79	0.09			
SEE		85	4.10	0.78	0.09				88	4.24	0.87	0.09				83	4.33	1.10	0.12				80	4.42	1.07	0.12			

High School Students Only

Cronbach's Alpha = .85

Theory of Intelligence (TOI): Group Comparisons by Time Point for High School Students Only																													
		Time 1						Time 2						Time 3						Time 4									
		N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p
TOI: Scale Mean						-1.10	47	0.28					-0.58	46	0.56					-0.52	45	0.61					0.16	43	0.87
Control		25	4.04	0.86	0.17				24	4.30	0.68	0.14				24	4.31	0.93	0.19				22	4.60	0.84	0.18			
SEE		24	4.30	0.80	0.16				24	4.43	0.91	0.19				23	4.46	1.03	0.22				23	4.56	0.95	0.20			

All Students

#### Type III Tests of Fixed Effects

Source	Numer. df	Denom. df	F	Sig.
Intercept	1	358.883	2069.124	0
condition	1	357.879	1.966	0.162
TimePt_CT4	1	655.743	17.746	0
condition * TimePt_CT4	1	655.759	1.494	0.222

Dependent Variable: Theory of Intelligence Scale Mean.

#### Estimates of Fixed Effects

Parameter	Estimate	Std. Error	df	t	Sig.	95% C.I.	
						Lower Bound	Upper Bound
Intercept	4.61324	0.101417	358.883	45.488	0	4.413793	4.812688
condition	-0.199183	0.142059	357.879	-1.402	0.162	-0.478559	0.080192
TimePt_CT4	0.175169	0.041583	655.743	4.213	0	0.093518	0.256821
condition * TimePt_CT4	-0.071434	0.058435	655.759	-1.222	0.222	-0.186176	0.043308

Dependent Variable: Theory of Intelligence Scale Mean.

High School Students Only

#### Type III Tests of Fixed Effects

Source	Numer. df	Denom. df	F	Sig.
Intercept	1	98.164	658.6	0
condition	1	96.544	0.002	0.96
TimePt_CT4	1	184.87	5.851	0.017
condition * TimePt_CT4	1	184.902	0.665	0.416

Dependent Variable: Theory of Intelligence Scale Mean.

#### Estimates of Fixed Effects

Parameter	Estimate	Std. Error	df	t	Sig.	95% C.I.	
						Lower Bound	Upper Bound
Intercept	4.562897	0.177799	98.164	25.663	0	4.210068	4.915727
condition	0.012544	0.25173	96.544	0.05	0.96	-0.487099	0.512188
TimePt_CT4	0.173591	0.071768	184.87	2.419	0.017	0.032002	0.31518
condition * TimePt_CT4	-0.082936	0.101721	184.902	-0.815	0.416	-0.283618	0.117746

Dependent Variable: Theory of Intelligence Scale Mean.

**Learning Goals (LSG)** N of Items = 6

All Students  
Cronbach's Alpha = .67

Learning Goals (LG): Group Comparisons by Time Point																												
	Time 1						Time 2						Time 3						Time 4									
	N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p
LG: Scale Mean					0.31	167	0.75					0.19	170	0.85					0.87	160	0.38					0.89	154	0.38
Control	84	3.45	0.68	0.07				84	3.39	0.70	0.08				79	3.37	0.69	0.08				76	3.39	0.74	0.09			
SEE	85	3.42	0.68	0.07				88	3.37	0.79	0.08				83	3.26	0.84	0.09				80	3.28	0.80	0.09			

High School Students Only  
Cronbach's Alpha = .60

Learning Goals (LG): Group Comparisons for High School Students Only																												
	Time 1						Time 2						Time 3						Time 4									
	N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p
LG: Scale Mean					-0.30	47	0.77					-1.22	46	0.23					-0.36	45	0.72					-0.23	43	0.82
Control	25	3.33	0.60	0.12				24	3.28	0.64	0.13				24	3.29	0.56	0.11				22	3.22	0.81	0.17			
SEE	24	3.38	0.53	0.11				24	3.52	0.70	0.14				23	3.36	0.76	0.16				23	3.27	0.59	0.12			

All Students

Type III Tests of Fixed Effects

Source	Numer. df	Denom. df	F	Sig.
Intercept	1	361.755	1713.167	0
condition	1	360.618	1.007	0.316
TimePt_CT4	1	655	0.505	0.477
condition * TimePt_CT4	1	655	0.363	0.547

Dependent Variable: Learning Goals Scale Mean.

Estimates of Fixed Effects

Parameter	Estimate	Std. Error	df	t	Sig.	95% C.I.	
						Lower Bound	Upper Bound
Intercept	3.374438	0.081527	361.755	41.39	0	3.214112	3.534765
condition	-0.114577	0.114187	360.618	-1.003	0.316	-0.339133	0.109979
TimePt_CT4	-0.024213	0.03406	655	-0.711	0.477	-0.091093	0.042667
condition * TimePt_CT4	-0.028813	0.047808	655	-0.603	0.547	-0.122689	0.065062

Dependent Variable: Learning Goals Scale Mean.

High School Students Only

Type III Tests of Fixed Effects

Source	Numer. df	Denom. df	F	Sig.
Intercept	1	100.863	593.08	0
condition	1	99.234	0.242	0.624
TimePt_CT4	1	184.999	0.625	0.43
condition * TimePt_CT4	1	185	0.004	0.95

Dependent Variable: Learning Goals Scale Mean.

Estimates of Fixed Effects

Parameter	Estimate	Std. Error	df	t	Sig.	95% C.I.	
						Lower Bound	Upper Bound
Intercept	3.210833	0.131844	100.863	24.353	0	2.949285	3.472381
condition	0.091741	0.186601	99.234	0.492	0.624	-0.278506	0.461988
TimePt_CT4	-0.042898	0.05428	184.999	-0.79	0.43	-0.149985	0.064188
condition * TimePt_CT4	0.004826	0.076928	185	0.063	0.95	-0.146943	0.156594

Dependent Variable: Learning Goals Scale Mean.

**Effort Beliefs (EB)** N of Items = 11

All Students  
Cronbach's Alpha = .78

Effort Beliefs (EB): Group Comparisons by Time Point																													
		Time 1						Time 2						Time 3						Time 4									
		N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p
EB: Scale Mean						0.27	168	0.79					-0.03	170	0.98					0.50	160	0.62					1.69	154	0.09
Control	85	3.70	0.71	0.08					84	3.66	0.64	0.07				79	3.72	0.56	0.06				76	3.78	0.60	0.07			
SEE	85	3.67	0.63	0.07					88	3.67	0.60	0.06				83	3.67	0.60	0.07				80	3.61	0.66	0.07			

High School Students Only  
Cronbach's Alpha = .80

Effort Beliefs (EB): Group Comparisons for High School Students Only																													
		Time 1						Time 2						Time 3						Time 4									
		N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p
EB: Scale Mean						0.19	47	0.85					0.50	46	0.62					0.01	45	0.99					0.27	43	0.79
Control	25	3.64	0.65	0.13					24	3.67	0.47	0.10				24	3.69	0.54	0.11				22	3.62	0.62	0.13			
SEE	24	3.61	0.60	0.12					24	3.59	0.58	0.12				23	3.69	0.67	0.14				23	3.57	0.65	0.13			

All Students

Type III Tests of Fixed Effects

Source	Numer. Df	Denom. df	F	Sig.
Intercept	1	341.532	2885.059	0
condition	1	340.555	2.051	0.153
TimePt_CT4	1	655.282	0.549	0.459
condition * TimePt_CT4	1	655.31	1.192	0.275

Dependent Variable: Effort Beliefs Scale Mean.

Estimates of Fixed Effects

Parameter	Estimate	Std. Error	df	t	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Intercept	3.752349	0.06986	341.532	53.713	0	3.61494	3.889758
condition	-0.140137	0.097858	340.555	-1.432	0.153	-0.332618	0.052345
TimePt_CT4	0.021015	0.028364	655.282	0.741	0.459	-0.034679	0.07671
condition * TimePt_CT4	-0.043514	0.039859	655.31	-1.092	0.275	-0.12178	0.034753

Dependent Variable: Effort Beliefs Scale Mean.

High School Students Only

Type III Tests of Fixed Effects

Source	Numer. Df	Denom. df	F	Sig.
Intercept	1	93.585	851.561	0
condition	1	91.967	0.034	0.853
TimePt_CT4	1	184.773	0.085	0.771
condition * TimePt_CT4	1	184.818	0.001	0.972

Dependent Variable: Effort Beliefs Scale Mean.

Estimates of Fixed Effects

Parameter	Estimate	Std. Error	df	t	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Intercept	3.612931	0.123809	93.585	29.182	0	3.367091	3.85877
condition	-0.032486	0.175308	91.967	-0.185	0.853	-0.380664	0.315692
TimePt_CT4	-0.014496	0.049678	184.773	-0.292	0.771	-0.112505	0.083513
condition * TimePt_CT4	0.002476	0.070413	184.818	0.035	0.972	-0.13644	0.141392

Dependent Variable: Effort Beliefs Scale Mean.

**Psychological Sense of School Membership (PSSM) (N of Items = 18)**

All Students

Cronbach's Alpha = .89

Psychological Sense of School Membership (PSSM): Group Comparisons by Time Point																																
		Time 1						Time 2						Time 3						Time 4												
		N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p			
PSSM: Scale Mean						-0.31	168	0.76						-0.48	170	0.64						-0.81	160	0.42						-0.46	154	0.65
Control		85	3.58	0.69	0.07				84	3.52	0.77	0.08				79	3.47	0.87	0.10				76	3.44	0.89	0.10						
SEE		85	3.62	0.76	0.08				88	3.57	0.77	0.08				83	3.57	0.75	0.08				80	3.50	0.75	0.08						

High School Students Only

Cronbach's Alpha = .90

Psychological Sense of School Membership (PSSM): Group Comparisons for High School Students Only																													
		Time 1						Time 2						Time 3						Time 4									
		N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p
PSSM: Scale Mean						-1.78	47	0.08					-2.76	46	0.01					-2.20	45	0.03					-1.02	43	0.31
Control		25	3.47	0.70	0.14				24	3.33	0.68	0.14				24	3.31	0.87	0.18				22	3.44	0.80	0.17			
SEE		24	3.80	0.60	0.12				24	3.84	0.62	0.13				23	3.81	0.68	0.14				23	3.67	0.72	0.15			

All Students

Type III Tests of Fixed Effects

Source	Numer. df	Denom. df	F	Sig.
Intercept	1	310.416	1546.916	0
condition	1	309.738	0.647	0.422
TimePt_CT4	1	640.072	4.104	0.043
condition * TimePt_CT4	1	640.176	0.172	0.679

Dependent Variable: Sense of Belonging Scale Mean.

Estimates of Fixed Effects

Parameter	Estimate	Std. Error	df	t	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Intercept	3.392491	0.086255	310.416	39.331	0	3.222772	3.56221
condition	0.097196	0.120857	309.738	0.804	0.422	-0.140608	0.335001
TimePt_CT4	-0.062987	0.031093	640.072	-2.026	0.043	-0.124044	-0.00193
condition * TimePt_CT4	0.018106	0.043697	640.176	0.414	0.679	-0.067702	0.103913

Dependent Variable: Sense of Belonging Scale Mean.

High School Students Only

Type III Tests of Fixed Effects

Source	Numer. df	Denom. df	F	Sig.
Intercept	1	87.778	524.244	0
condition	1	86.277	2.631	0.108
TimePt_CT4	1	182.216	0.418	0.519
condition * TimePt_CT4	1	182.355	0.023	0.879

Dependent Variable: Sense of Belonging Scale Mean.

Estimates of Fixed Effects

Parameter	Estimate	Std. Error	df	t	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Intercept	3.342228	0.145972	87.778	22.896	0	3.052129	3.632327
condition	0.335678	0.206961	86.277	1.622	0.108	-0.075728	0.747084
TimePt_CT4	-0.034854	0.053911	182.216	-0.647	0.519	-0.141224	0.071516
condition * TimePt_CT4	-0.011615	0.076432	182.355	-0.152	0.879	-0.16242	0.13919

Dependent Variable: Sense of Belonging Scale Mean.

WARNS Needs Scales (WARNS)

N of Items = 47

All Students

		Psychological Sense of School Membership (PSSM): Group Comparisons by Time Point																											
		Time 1						Time 2						Time 3						Time 4									
		N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p
Cronbach's Alpha = 0.77	WARNS: Aggression-Defiance Subscale Mean					0.92	168	0.36					0.85	170	0.40					-0.17	160	0.87					-0.02	154	0.98
	Control	85	0.28	0.36	0.04				84	0.29	0.40	0.04				79	0.23	0.34	0.04				76	0.25	0.37	0.04			
	SEE	85	0.24	0.28	0.03				88	0.24	0.33	0.04				83	0.23	0.33	0.04				80	0.25	0.37	0.04			
Cronbach's Alpha = 0.88	WARNS: Depression-Anxiety Subscale Mean					-0.49	168	0.63					-1.06	170	0.29					-0.27	160	0.79					-0.98	154	0.33
	Control	84	0.68	0.57	0.06				84	0.66	0.61	0.07				79	0.71	0.74	0.08				76	0.64	0.69	0.08			
	SEE	86	0.72	0.67	0.07				88	0.77	0.71	0.08				83	0.74	0.71	0.08				80	0.75	0.75	0.08			
Cronbach's Alpha = 0.53	WARNS: Substance Abuse Subscale Mean					-0.24	168	0.81					0.67	170	0.50					1.23	160	0.22					0.03	154	0.97
	Control	85	0.03	0.12	0.01				84	0.06	0.18	0.02				79	0.08	0.24	0.03				76	0.08	0.27	0.03			
	SEE	85	0.03	0.13	0.01				88	0.05	0.19	0.02				83	0.04	0.14	0.01				80	0.08	0.27	0.03			
Cronbach's Alpha = 0.80	WARNS: Peer Deviance Subscale Mean					-0.05	169	0.96					-0.16	170	0.87					-0.38	160	0.71					-0.09	154	0.93
	Control	85	0.36	0.54	0.06				84	0.44	0.56	0.06				79	0.43	0.56	0.06				76	0.42	0.58	0.07			
	SEE	86	0.37	0.50	0.05				88	0.45	0.58	0.06				83	0.46	0.61	0.07				80	0.43	0.66	0.07			
Cronbach's Alpha = 0.72	WARNS: Family Environment Subscale Mean					0.67	168	0.50					-0.01	170	0.99					-1.10	160	0.28					-1.81	154	0.07
	Control	85	0.74	0.65	0.07				84	0.77	0.65	0.07				79	0.71	0.67	0.08				76	0.66	0.68	0.08			
	SEE	85	0.68	0.63	0.07				88	0.78	0.70	0.07				83	0.83	0.75	0.08				80	0.87	0.79	0.09			
Cronbach's Alpha = 0.88	WARNS: School Engagement Subscale Mean					1.39	168	0.17					0.49	170	0.63					1.10	160	0.27					0.62	154	0.54
	Control	85	1.14	0.65	0.07				84	1.22	0.63	0.07				79	1.28	0.68	0.08				76	1.25	0.69	0.08			
	SEE	85	1.00	0.67	0.07				88	1.17	0.66	0.07				83	1.16	0.65	0.07				80	1.18	0.68	0.08			
Cronbach's Alpha = 0.93	WARNS: Total Scale Mean					0.59	168	0.55					-0.05	170	0.96					-0.02	160	0.99					-0.56	154	0.58
	Control	85	0.55	0.35	0.04				84	0.58	0.37	0.04				79	0.58	0.40	0.04				76	0.55	0.42	0.05			
	SEE	85	0.52	0.35	0.04				88	0.58	0.37	0.04				83	0.58	0.38	0.04				80	0.59	0.42	0.05			

WARNS Needs Scales (WARNS)

N of Items = 47

High School Students Only

		Psychological Sense of School Membership (PSSM): Group Comparisons for High School Students Only																											
		Time 1						Time 2						Time 3						Time 4									
		N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p
Cronbach's Alpha = 0.66	WARNS: Aggression-Defiance Subscale Mean					-0.37	47	0.72					-0.05	46	0.96					-1.23	45	0.23					-0.50	43	0.62
	Control	25	0.25	0.31	0.06				24	0.34	0.36	0.07				24	0.23	0.26	0.05				22	0.27	0.40	0.08			
	SEE	24	0.28	0.29	0.06				24	0.34	0.43	0.09				23	0.35	0.39	0.08				23	0.33	0.32	0.07			
Cronbach's Alpha = 0.90	WARNS: Depression-Anxiety Subscale Mean					-0.17	47	0.87					-0.08	46	0.94					-0.42	45	0.68					-0.24	43	0.81
	Control	25	0.85	0.69	0.14				24	0.89	0.64	0.13				24	0.89	0.80	0.16				22	0.93	0.78	0.17			
	SEE	24	0.88	0.75	0.15				24	0.90	0.76	0.15				23	0.98	0.73	0.15				23	0.99	0.82	0.17			
Cronbach's Alpha = 0.65	WARNS: Substance Abuse Subscale Mean					-1.30	47	0.20					-0.24	46	0.81					-0.19	45	0.85					0.32	43	0.75
	Control	25	0.02	0.06	0.01				24	0.09	0.18	0.04				24	0.08	0.20	0.04				22	0.16	0.42	0.09			
	SEE	24	0.08	0.22	0.04				24	0.11	0.29	0.06				23	0.10	0.23	0.05				23	0.13	0.27	0.06			
Cronbach's Alpha = 0.82	WARNS: Peer Deviance Subscale Mean					-0.72	47	0.47					-0.44	46	0.66					-0.64	45	0.53					-0.01	43	1.00
	Control	25	0.41	0.52	0.10				24	0.58	0.69	0.14				24	0.58	0.60	0.12				22	0.57	0.54	0.12			
	SEE	24	0.53	0.68	0.14				24	0.67	0.75	0.15				23	0.71	0.78	0.16				23	0.57	0.80	0.17			
Cronbach's Alpha = 0.84	WARNS: Family Environment Subscale Mean					-0.03	47	0.98					0.48	46	0.63					-0.21	45	0.83					0.57	43	0.57
	Control	25	0.94	0.80	0.16				24	1.11	0.69	0.14				24	0.93	0.80	0.16				22	1.08	0.82	0.18			
	SEE	24	0.94	0.71	0.14				24	1.00	0.85	0.17				23	0.98	0.79	0.17				23	0.94	0.85	0.18			
Cronbach's Alpha = 0.84	WARNS: School Engagement Subscale Mean					1.16	47	0.25					0.82	46	0.42					1.01	45	0.32					0.11	43	0.91
	Control	25	1.26	0.56	0.11				24	1.36	0.61	0.12				24	1.38	0.58	0.12				22	1.35	0.61	0.13			
	SEE	24	1.06	0.60	0.12				24	1.21	0.61	0.13				23	1.22	0.55	0.12				23	1.33	0.60	0.12			
Cronbach's Alpha = 0.94	WARNS: Total Scale Mean					0.18	47	0.86					0.22	46	0.83					-0.27	45	0.79					-0.04	43	0.97
	Control	25	0.63	0.38	0.08				24	0.71	0.37	0.08				24	0.67	0.38	0.08				22	0.69	0.43	0.09			
	SEE	24	0.61	0.41	0.08				24	0.68	0.43	0.09				23	0.70	0.40	0.08				23	0.70	0.40	0.08			

**Grade Point Average (GPA)**

All Students

Grade Point Average (GPA): Group Comparisons by Study Year																					
	Year 0							Year 1						Year 2							
	N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p
GPA: Scale Mean					0.02	106	0.98					-0.50	122	0.62					-0.83	78	0.41
Control	55	2.42	0.79	0.11				62	2.43	0.72	0.09				37	2.32	0.73	0.12			
SEE	53	2.42	0.74	0.10				62	2.49	0.63	0.08				43	2.45	0.74	0.11			

High School Students Only

Grade Point Average (GPA): Group Comparisons by Study Year for High School Students Only																					
	Year 0							Year 1						Year 2							
	N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p
GPA: Scale Mean					-0.64	46	0.52					0.04	47	0.97					-0.56	43	0.58
Control	24	2.13	0.88	0.18				25	2.31	0.63	0.13				22	2.23	0.59	0.13			
SEE	24	2.29	0.77	0.16				24	2.31	0.72	0.15				23	2.35	0.75	0.16			

**English Language Arts Score (ELA)**

All Students

English Language Arts Score (ELA): Group Comparisons by Study Year																							
		Year 0							Year 1							Year 2							
		N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p	
ELA: Scale Mean						0.60	160	0.55					2.00	114	0.05					0.47	133	0.64	
Control		81	2503.14	84.63	9.40				57	2527.23	86.78	11.49				65	2545.28	97.84	12.14				
SEE		81	2495.38	80.88	8.99				59	2497.24	74.19	9.66				70	2537.60	91.24	10.91				

High School Students Only

English Language Arts Score (ELA): Group Comparisons by Study Year for High School Students Only																							
		Year 0							Year 1							Year 2							
		N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p	
ELA: Scale Mean						-0.37	46	0.72												-0.23	43	0.82	
Control		24	2515.21	87.01	17.76											22	2582.82	77.05	16.43				
SEE		24	2523.92	78.28	15.98											23	2589.39	110.09	22.96				

**Math Scores (Math)**

All Students

Math Scores (Math): Group Comparisons by Study Year																							
		Year 0							Year 1							Year 2							
		N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p	
Math: Scale Mean						1.73	160	0.09					1.16	114	0.25					0.04	126	0.97	
Control		81	2505.94	78.94	8.77				57	2513.07	97.62	12.93				60	2512.58	94.80	12.24				
SEE		81	2483.81	83.43	9.27				59	2493.34	85.33	11.11				68	2511.91	94.18	11.42				

High School Students Only

Math Scores (Math): Group Comparisons by Study Year for High School Students Only																							
		Year 0							Year 1							Year 2							
		N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p	
Math: Scale Mean						0.94	46	0.36												-0.26	36	0.80	
Control		24	2518.67	71.38	14.57											17	2533.41	91.79	22.26				
SEE		24	2496.54	91.41	18.66											21	2541.57	98.57	21.51				

**SDQ - Parent**

All Students

		Strengths & Difficulties Questionnaire: Group Comparisons by Time Point																											
		Time 1							Time 2							Time 3							Time 4						
		N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p	N	Mean	SD	SE	t	df	p
Cronbach's Alpha = 0.76	SDQ: Emotional Problems (EP) Subscale					0.12	105	0.90					-0.26	112	0.80					0.41	103	0.68					0.17	94	0.87
	Control	48	3.23	2.59	0.37				54	2.74	1.77	0.24				52	2.96	2.33	0.32				40	2.88	2.69	0.43			
	SEE	59	3.17	2.44	0.32				60	2.83	2.05	0.26				53	2.79	1.88	0.26				56	2.79	2.56	0.34			
Cronbach's Alpha = 0.73	SDQ: Conduct Problems (CP) Subscale					-0.43	105	0.67					-0.48	112	0.63					0.06	103	0.96					-0.01	94	0.99
	Control	48	1.82	1.61	0.23				54	1.61	1.99	0.27				52	1.70	1.64	0.23				40	1.68	1.87	0.30			
	SEE	59	1.98	2.22	0.29				60	1.80	2.18	0.28				53	1.68	1.71	0.23				56	1.68	2.09	0.28			
Cronbach's Alpha = 0.79	SDQ: Hyperactivity (HS) Subscale					-0.33	104	0.74					0.63	112	0.53					0.88	103	0.38					-0.17	94	0.87
	Control	47	5.11	2.59	0.38				54	4.80	2.53	0.34				52	5.04	2.86	0.40				40	4.63	2.66	0.42			
	SEE	59	5.27	2.56	0.33				60	4.50	2.51	0.32				53	4.57	2.61	0.36				56	4.71	2.45	0.33			
Cronbach's Alpha = 0.72	SDQ: Peer Problems (PP) Subscale					-1.20	105	0.23					-1.55	112	0.12					-0.87	103	0.38					-1.51	94	0.14
	Control	48	2.06	1.85	0.27				54	2.12	1.72	0.23				52	2.12	1.66	0.23				40	1.83	1.97	0.31			
	SEE	59	2.54	2.26	0.29				60	2.72	2.29	0.30				53	2.46	2.25	0.31				56	2.54	2.50	0.33			
Cronbach's Alpha = 0.71	SDQ: Prosocial Behavior (PS) Subscale					0.55	105	0.58					0.47	112	0.64					-0.25	103	0.81					0.22	94	0.83
	Control	48	8.15	1.84	0.27				54	8.19	1.99	0.27				52	8.29	1.96	0.27				40	8.10	2.02	0.32			
	SEE	59	7.95	1.83	0.24				60	8.02	1.82	0.23				53	8.38	1.70	0.23				56	8.01	1.83	0.24			
SDQ: Externalizing Subscale						-0.46	104	0.65					0.14	112	0.89					0.66	103	0.51					-0.11	94	0.91
	Control	47	6.89	3.85	0.56				54	6.41	3.86	0.53				52	6.74	4.00	0.56				40	6.30	4.17	0.66			
	SEE	59	7.25	4.13	0.54				60	6.30	4.12	0.53				53	6.25	3.66	0.50				56	6.39	4.01	0.54			
SDQ: Internalizing Subscale						-0.57	105	0.57					-1.20	112	0.23					-0.26	103	0.79					-0.73	94	0.47
	Control	48	5.28	3.89	0.56				54	4.86	2.79	0.38				52	5.08	3.13	0.43				40	4.70	3.92	0.62			
	SEE	59	5.71	3.81	0.50				60	5.55	3.25	0.42				53	5.25	3.44	0.47				56	5.33	4.28	0.57			
SDQ: Total Difficulties						-0.54	104	0.59					-0.52	112	0.60					0.28	103	0.78					-0.48	94	0.63
	Control	47	12.26	6.49	0.95				54	11.27	5.38	0.73				52	11.82	5.85	0.81				40	11.00	7.14	1.13			
	SEE	59	12.97	7.04	0.92				60	11.85	6.36	0.82				53	11.50	6.00	0.82				56	11.72	7.21	0.96			