

The background is a dark grey chalkboard with various white chalk sketches. On the left, there's a large sketch of a microscope. Above it, a globe of the Earth is drawn. Below the microscope, there are sketches of books and a stack of papers. On the right side, there are sketches of a percentage sign, an exclamation mark, and some geometric shapes like a triangle and a circle.

# Before the Panic Sets In

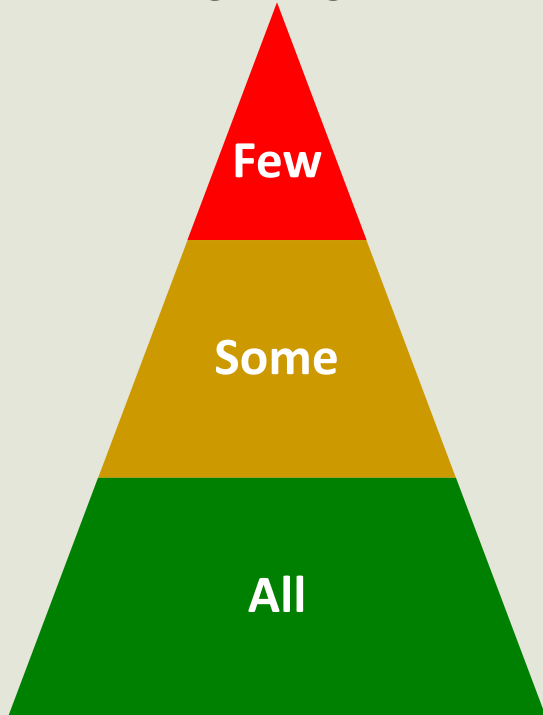
The impact of a social and emotional learning (SEL) teacher training course on its participants

# Intervention

## SPED 321: Classroom and Individual Emotional and Behavioral Supports

Schoolwide Positive Behavior Supports

SWPBS



3 weeks

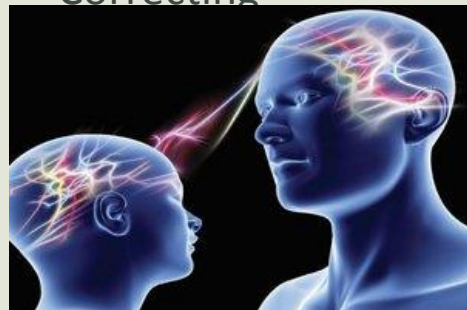
Trust-Based Relational Intervention

TBRI

Neuroscience of Complex Trauma

Three principles:

- Empowering
- Connecting
- Correcting



4 weeks

Non-violent Crisis Intervention

NCI

Tools for de-escalating

Physical restraints

Role playing/ practice



4 weeks

Clinical Field Placement

20 hours of working with experienced special education teacher in KSD 111

Conducting Functional Behavior Assessment

4 weeks

# Evaluation Methods – QUAL/quant

## Embedded (or nested) Mixed Method Design

### Quantitative Measures

Teachers' Preparedness for Dealing with Students' Stress (Tx and C)

Teacher Sense of Self-Efficacy for Classroom Management (Tx and C)

### Qualitative Analysis

Vignette Responses (Tx and C)

Focus Group Interviews (Tx)

Individual Interviews (Tx)

## Case Studies

TPDSS

TSSE-CM

Vignette Responses

Individual Interviews

Cooperating teacher characteristics

Cooperating teacher comments

Module Quiz Scores



*(RQ1) Quantitative: How much more was course participants' sense of efficacy for managing the classroom and sense of preparedness for handling student stress impacted than a group of similar candidates who were not enrolled in the course?*

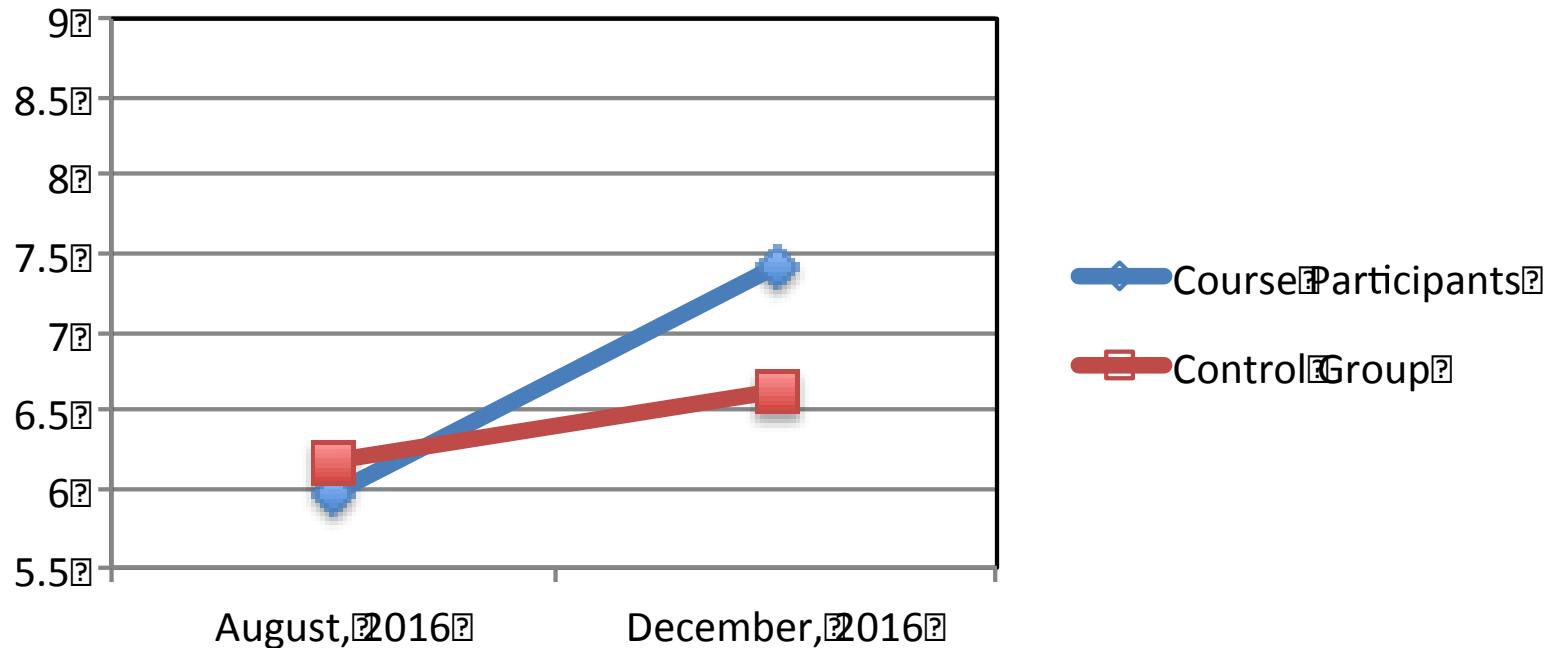
*Pre- and Post-intervention Means and Standard Deviations for Teachers' Preparedness for Dealing with Student Stress and Teacher Efficacy Scales*

Measure	Treatment ( <i>n</i> =9)		Control ( <i>n</i> =15)		Effect size
	Pre-Intervention	Post-Intervention	Pre-Intervention	Post-Intervention	
TPDSS	5.97 (1.18)	7.42 (1.05)*	6.18 (.99)	6.27 (1.38)	1.19
TSSE-CM	5.97 (.99)	7.74 (.59)***	6.62 (1.15)	6.88 (.79)	1.70

Standard Deviations in parentheses; \**p*<.05; \*\**p*<.01; \*\*\**p*<.001 for independent samples t test

(RQ1) Quantitative: How much more was course participants' sense of efficacy for managing the classroom and sense of preparedness for handling student stress impacted than a group of similar candidates who were not enrolled in the course?

## Teacher Preparedness for Dealing with Students' Stress

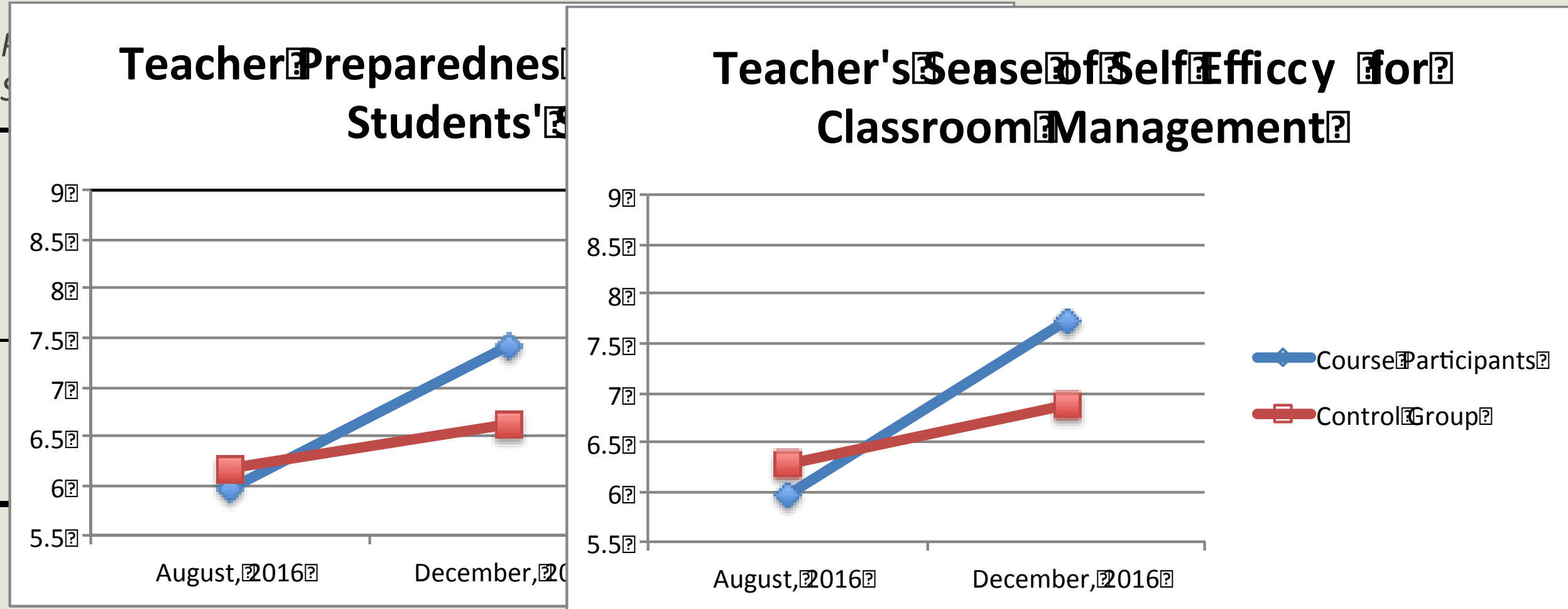


ers' Preparedness for Dealing with

Control (n=15)

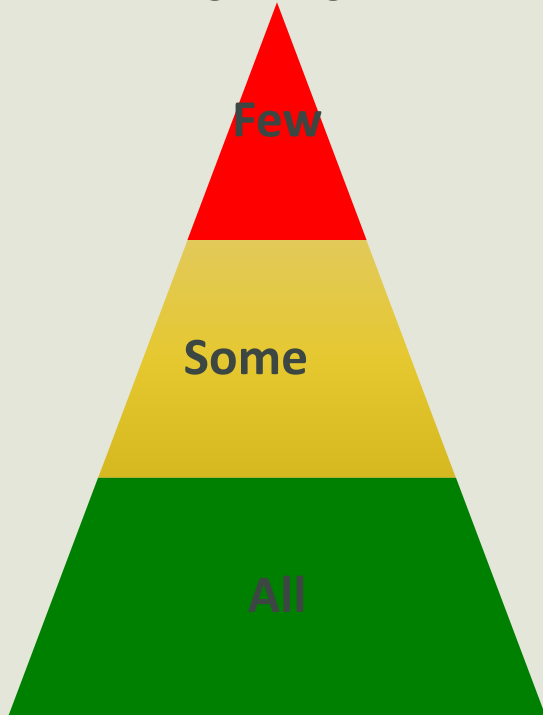
	Post-Intervention	Effect size
	6.27 (1.38)	1.19
	6.88 (.79)	1.70

(RQ1) Quantitative: How much more was course participants' sense of efficacy for managing the classroom and sense of preparedness for handling student stress impacted than a group of similar candidates who were not enrolled in the course?



Which course components do you hypothesize would be most influential on course participants' preparedness for dealing with student stress, and efficacy for classroom management?

**Schoolwide Positive Behavior Supports  
SWPBS**

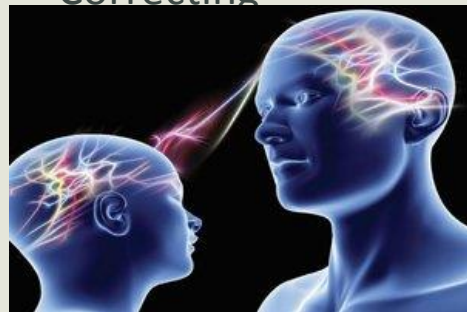


3 weeks

**Trust-Based Relational Intervention  
TBRI**

Neuroscience of Complex Trauma

- Three principles:
- Empowering
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4 weeks



## (RQ2) Qualitative: In what ways were the participants' knowledge of SEL techniques impacted through the course?

*Pre- and Post-intervention vignette responses: Numbers of SEL responses, and SEL responses per participant*

	Control Pre- Intervention ( <i>n</i> =15)	Control Post- Intervention ( <i>n</i> =15)	Treatment Pre- Intervention ( <i>n</i> =9)	Treatment Post- Intervention ( <i>n</i> =9)
SWPBS	3 (.2)	0 (0)	3 (.33)	3 (.33)
TBRI	5 (.33)	0 (0)	3 (.33)	13 (1.44)
NCI	1 (.07)	1 (.07)	2 (.22)	11 (1.22)
Other potentially helpful response	13 (.87)	17 (1.13)	10 (1.11)	3 (.33)
Total	22 (1.47)	18 (1.2)	18 (2)	30 (3.33)

### Qualitative Shifts

Responses became more specific.

Participants responses shifted from analytical to action-oriented.



# (RQ3) Qualitative: Which elements of the CIEBS course impacted PSTs' knowledge and sense of preparedness to handle student stress?

*Statements indicating course elements that impacted candidates' knowledge and sense of preparedness to handle student stress*

	SWPBS	TBRI	NCI	Field Placement
Focus Group Interviews	5	8	8	2
Individual Interviews	4	10	4	8
Total	9	18	12	10

**TBRI** – Neuroscience of attachment; Connecting principles of TBRI

**NCI** – de-escalation, paraverbal communication, and limit-setting approaches

**Active engagement** - from NCI and field placement modules

# Implications

I think what I liked about it is it's so different than a normal Education course, 'cause you're not learning curriculum, like how to teach these things; you're literally learning how to pour into kids. And I think that's a huge part of education that people don't realize, that you have to build these relationships, and without correct behavior, you can't go forth and teach in your classroom. And so it was cool to have a course focused on that, and realize that this is a big part of education also.

# Questions/ Comments

