

Evaluation of We Have Skills! Promoting Student Social Competence to Improve Academic and Behavioral Outcomes in Grades K –3.

Abstract

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Background: The We Have Skills! program is an interactive, online program for using the Response to Intervention (RtI) model to help teachers promote social skills with early elementary school students.

Purpose: To assess the feasibility and effectiveness of the We Have Skills! student social competence program. Previous reports have detailed the iterative development of the program using focus group feedback, discussion with content experts, and evaluation of the program feasibility and acceptance using pretest and posttest data from teachers in 36 classrooms. The purpose of the current report is to discuss the findings of a randomized control trial in 70 classrooms comparing differences in teacher and student outcomes due to the use of the We Have Skills! (WHS) program.

Setting: 70 K-3rd grade classrooms from four school districts in California, Oregon, and Washington.

Study Sample: 70 teachers (67 female, 3 male) and their students (n = 1616). There were 15 kindergarten, 23 first grade, 17 second grade, and 15 third grade classrooms in the evaluation.

Intervention: We Have Skills! student social competence program.

Research Design: Randomized controlled field trial in which classrooms were randomly assigned either to We Have Skills! intervention condition (n = 37) or control group (n = 33).

Control or Comparison Condition: Control classrooms could use any educational and social program currently being used in their schools, but they were not allowed to receive the WHS program until the completion of the intervention period (12 weeks)

Data Collection and Analysis: At pretest teachers completed the demographic items (age, years of experience, education, gender, ethnicity, and race) as well as the Teacher Sense of Efficacy Scale-Short Form (TSES; Tschannen-Moran & Woolfolk Hoy, 2001). At posttest teachers completed a second TSES. Intervention group teachers also completed measures of consumer satisfaction about the WHS program.

Teachers also completed a pre and post-intervention universal screening of their students using the Elementary Social Behavior Assessment (ESBA), a 12-item measure of positive student classroom behavior. Additional student measures at posttest included the Brief Behavior Rating Scale (BBRS; Gresham et al., 2010).

Findings: Teacher in the intervention group showed a significantly greater improvement in self-efficacy from pretest to posttest than teachers in the control group. Additionally, students showed significantly more improvement on classroom behavior (as measured by the ESBA) than did students in the control group. Teachers also reported high levels of satisfaction with the quality, content, and use of the program.

Conclusion: Both students and teachers outcomes supported the efficacy and feasibility of the We Have Skills! student social competence program.

Background and Purpose

More and more children and youth are bringing to school well-developed patterns of adjustment problems in behavior and academics. Antisocial behaviors emerge as early as school entry in kindergarten (Hamre & Pianta, 2001; Walker et al., 1998), tend to be stable (Richman, Stevenson, & Graham, 1982), and are likely to increase in severity over time (Walker, 1995). Children who enter school with social behavior problems such as oppositional behavior and aggression are at elevated risk for continued social difficulties throughout elementary school (Campbell & Ewing, 1990; Mesman, Bongers, & Koot, 2001) and for exhibiting antisocial behavior during adolescence (Loeber, 1990; Moffitt, 1993; Patterson, Reid, & Dishion, 1992). There are well-documented connections between problem behavior during the school years and (a) poor academic achievement (McIntosh, Chard, Boland, & Horner, 2006), (b) negative academic impact on peers (Sprague & Walker, 2005; Battin-Pearson, et al., 2000) (c) negative outcomes into adulthood (Catalano & Hawkins, 1996; Hawkins, et al., 2000), and (d) aversive school climate and culture (Gottfredson & Gottfredson, 1985).

There is empirical evidence demonstrating that school settings that manage behavior and maintain a well-developed social climate have a great impact on children's social and academic development (Biglan et al., 2003; Gottfredson et al., 2000; Hawkins et al., 2000). Studies demonstrate that behavior programs have a positive effect on variables linked to academic performance, e.g. student attendance (Luiselli, Putnam & Sunderland, 2002), time in school due to reduced exclusionary disciplinary practices (Putnam, Handler, & O'Leary-Zonarich, 2003; Scott & Barrett, 2004), classroom instructional time (Putnam, Handler, Rey & O'Leary-Zonarich, 2002), and academic engagement (Putnam, et al., 2003). Improved behavior support has been linked to improved academic outcomes (Larsen, Steele, & Sailor, 2006; Luiselli, Putnam, Handler, & Feinberg, 2005; Putnam, et al., 2003). Schools that implement school-wide behavior support show greater academic improvements compared to schools where school-wide behavior support were not implemented (Horner, Sugai, Todd, & Lewis-Palmer, 2005, Larsen, et al., 2006, <http://www.4j.lane.edu/ess/ebs/data.html>).

The earliest school years (grades K through 3) provide an optimal environment in which children can acquire valuable social skills, develop social competence, and practice other positive school-related behaviors that are foundational to successful academic experiences. Early elementary teachers are ideally positioned to help their students develop these essential skills. Yet despite the substantial evidence that effective behavior management practices promote desirable social and academic behavior, schools often fail to provide adequate training for teachers and staff in this arena (Gottfredson & Gottfredson, 2001; Sprague & Golly, 2004; Sprague & Horner, 2006; Sprague & Walker, 2005; Walker, Colvin, & Ramsey, 1995).

There is compelling support for early intervention efforts to prevent social adjustment problems (Zigler, Taussig, & Black, 1992). The earlier intervention begins, the more likely children are to receive long-term benefit (Ramey & Ramey, 1992). Ramey, Bryant, and Suarez (1985) conclude that young children are quite responsive to alterations in the quality of their environment and to educational efforts. These findings are supported by the longitudinal study conducted by Hawkins and colleagues (1999), which showed impressive reductions in antisocial behavior through early intervention.

McIntosh and colleagues (2006) recommend developing behavioral interventions within the context of an RtI model so that students are provided a continuum of instructional and behavioral support based on screening measures that indicate response to universal, selected, and intensive support. RtI is an iterative process that involves the use of tiered interventions and assessment to document changes in behavior and/or academic outcomes. It is based on a student's response to a series of academic or behavioral interventions to determine if the student requires special education services to be successful in school (Fuchs & Fuchs, 1998; Gresham, 1991). RtI also aims to provide high-quality instruction and interventions matched to student need, and to apply child response data to important educational decisions by monitoring individual student progress on an ongoing basis (Batsche et al., 2005). RtI represents a thoughtful, child-centered approach for offering structured, early interventions through instruction and assessments of all students, including those at risk for school failure (NASDSE, 2007). Since the recent reauthorization of IDEA (Individuals with Disabilities Education Act, amended in 2004), RtI has become a major stimulus for discussion and action. The RtI approach to behavior uses the identical three-tiered logic that is used for academics, and this ultimately simplifies the work of schools in both realms—academic and behavioral. If students are having a problem with learning, they are more likely than not (and sooner or later) going to present problems in behavior, and vice versa. So the effort to evaluate and intervene early on both fronts becomes mutually serving for students, families, and educators. The mirrored three-tiered structures allow schools to evaluate and intervene for both behavioral interventions and academic interventions in an integrated and efficient fashion.

The We Have Skills! student social competence program assists teachers in instructing their students on the social skills that impact classroom behavior, increase instructional time, and support academic learning. It is an interactive, online program for using the Response to Intervention (RtI) model and its core components (e.g., problem-solving strategy; three tiers of intervention service delivery with moderate, selected and intensive interventions; integrated data collection assessment system to inform instructional decisions at each tier of service

delivery) to help teachers promote social skills with early elementary school students. The program provides strategies and interactive tools for intervening at universal as well as at selective group levels, and for identifying students with disabilities or students needing more intensive, individualized supports. The program is organized into three modules: Student Materials (Module 1), Progress Monitoring Tool (Module 2), and Professional Development (Module 3).

Module 1: Student Materials.

The student instructional materials consist of eight 5-minute video lessons, in-classroom practice exercises, and take-home materials. One video lesson focuses on defining what social skills are and why they are important to learn, and the remaining 7 lessons focus on 7 core behavioral skills derived from the research conducted by Walker and colleagues (Hersh & Walker, 1983; Walker & Rankin, 1980; 1983). Based on a survey of 1100 elementary general and special education teachers across the United States, Walker and Rankin (1980) identified 56 adaptive behaviors that teachers associated with “teachable” students, i.e. students who meet a behavioral profile that is associated with social and academic success (Gerber & Semmel, 1984; Hersh & Walker, 1983; Lane et al., 2012). These behaviors are captured by the Social Behavior Skills (SBS) Inventory (Walker & Rankin, 1980), a tool with high internal consistency ($\alpha = .96$) (Walker & Rankin, 1983), high test-retest correlation ($r = .82$) (Walker & Lamon, 1987), and good concurrent, item, criterion, and factorial validity (Walker & Lamon, 1987). The identified behaviors clustered into 3 factors: (a) work habits, (b) self-control and responsiveness to teacher demands, and (c) positive relationships with peers (Foulks & Morrow, 1989). These 3 factors were used as a guide to reduce the 56 adaptive behaviors to 7 core skills that would allow students to succeed socially and academically. The 7 skills WHS teaches are: (1) Listen, (2) Ask for help, (3) Follow directions, (4) Do the best you can, (5) Follow the rules, (6) Work out strong feelings, and (7) Get along.

In-classroom exercises for students consist of daily practice and review of skills during activities in which students can use the skills, such as instruction, independent work, and transitions. Exercises include fill-able skill practice booklets; skill posters; coloring pages; cards to help with complimenting, apologizing, or expressing feelings; and self-management tally sheets. The daily practice and review, combined with the materials, provide targeted, systematic opportunities for students to rehearse and generalize the skills presented in the videos.

To encourage school-home communication for students who need more than universal support, WHS includes take-home materials for students. These materials consist of “happy notices” that let parents know how well students are progressing with their behavioral skills and certificates of mastery. A “happy notice” shows the student’s name and lists the skill the student performed well at school. When a teacher determines that a student has mastered a skill, such as listening, the student receives a personalized “certificate of mastery.”

Screen shots from the program have been provided in Appendix B. You can view the We Have Skills! program and all components at http://www.irised.com/demo/we_have_skills.

Module 2: Progress Monitoring Tool.

The online behavior assessment application (Progress Monitoring Tool: PMT) tracks, records, and analyzes class wide and individual student behavior trends using items selected from SBS Inventory of Teacher Social Behavior Standards and Expectations (Walker, 1995). The PMT is an online software application of considerable scope and complexity. The development process employed an iterative and incremental software development approach known as “Agile” (Cao & Ramesh, 2008; López-Nores et al., 2006, 2009), whose “methods are well suited to the exploratory, iterative and collaborative nature of scientific inquiry” (Kane et al., 2006, p. 11). The Agile method breaks software development tasks into small increments with short development time frames (sprints). Each iteration or sprint is designed to provide sufficient functionality to have a testable, though not necessarily marketable, release. The PMT, when paired with the Student Materials allows teachers to universally screen their classes on social competence skills, which allows them to identify the skills and students that need additional attention and instruction.

The 12 items of the ESBA, collected with the irisPMT™, were constructed to measure the student behaviors teachers associate with student success (Hersh & Walker, 1983; Walker & McConnell, 1995; Walker & Rankin, 1980; 1983) and that map onto the seven core skills taught to students. We assessed the content validity of the ESBA items through focus groups and interviews with teachers and administrators. Participants found the item content satisfactory, although minor wording changes were made early in the process.

Module 3: Professional Development.

The professional development materials consist of a series of instructional videos and clearly designed lesson plans that guide teachers’ implementation of the four components of the student instructional materials: (a) video lessons, (b) practice opportunities, (c) songs, and (d) reinforcement systems. Specific steps are provided on how to provide appropriate practice with positive and negative examples, regular rehearsal with feedback, and ongoing review. The professional development component contains all information in written form (see examples of Lesson Plans in Appendix B). In addition to the lesson plans, it contains practice for universal and Tier II groups, and special considerations for Tier II. The Implementation Multimedia Presentation provides models for training teachers on program implementation. Additionally, it includes instruction on using the ESBA tool for universal screening, progress monitoring, and data-driven decision-making.

Summary of Previous Research

We engaged in extensive iterative development and testing of the program prior to the final randomized control trial pilot study. We held a number of focus group and discussion sessions to evaluate the social validity of the program. Additionally, we conducted two more rigorous feasibility evaluations of the first two modules of the program.

WHS is fully developed, validated, and well positioned for formal efficacy testing. WHS was developed with numerous focus groups, small informal studies, and discussions with teachers and administrators. We also conducted several successive, formal tests of feasibility and social validity, measurement psychometrics, and student and teacher outcomes (pilot study) during the development of WHS, which we describe below.

A Fully Developed Intervention. Over the course of our 3-year Goal 2 project, we developed all program components in close collaboration with teachers, consultants, experts in the field of social skills instruction and students. We initially intended to create a professional development program for teachers to increase their fluency in social skills instruction. Through numerous interviews and focus groups with teachers, however, we found that teachers needed far more than professional development. Teachers informed us that they were well aware of the need for social skill instruction, but that they lacked the time, resources, and training to develop the systems necessary to define, teach, reward, enforce, and monitor the social behaviors relevant to classroom instruction, let alone coordinate their approach across classrooms within a building or even their district. In response to this very clear message from teachers, we adapted to develop a program that offered teachers the opportunity to deliver short social skills lessons to their students with a minimum amount of effort. The fully developed intervention and finished product is now commercially available (see http://irised.com/products/k_12/we_have_skills).

Social Validity and Feasibility of WHS. To assess the social validity of the student instructional materials and the ESBA of WHS, we conducted a single condition pre-post study with 36 teachers in kindergarten through Grade 3 (31 female, 5 male) in local school districts in Oregon. Teachers participated in a 2-hour in-service training focused on introducing them to WHS and familiarizing them with the use of the student instructional materials and the on-line behavior rating system. During the following week, teachers presented the introductory video and two videos that taught specific social skills to their students. At the end of that week, teachers screened all students with the ESBA. In the third week, teachers identified those students who needed additional social skills support based on their ESBA screening and offered additional supports to those identified students with the WHS videos and additional WHS materials. Teachers also used the ESBA to monitor the progress of the students identified for additional social skills support.

Results. Teachers were quite positive about the program. Teacher ratings of self-efficacy, as measured by the Teacher Self-Efficacy Short Form (TSES; Tschannen-Moran & Woolfolk Hoy, 2001), significantly increased from pretest ($M = 7.2$) to posttest ($M = 7.6$), $t(35) = 3.19$, $p = .003$. At posttest, teachers completed a consumer satisfaction survey and reported very high marks on satisfaction with student materials ($M = 5.39$, scale: 1, dissatisfied, to 6, completely satisfied). For the ESBA, delivered via the irisPMT™, teachers also reported high consumer satisfaction ($M = 4.0$). Every teacher said he or she would recommend the program to colleagues (56% reported strongly recommended) and 100% said they would likely use the program in their classroom (59% reported highest likelihood). The social validity of professional development (PD) was examined in a focus group with teachers, who viewed the PD favorably. Teachers reported that the PD materials had encouraged them to use the program extensively both during and after this evaluation. Most importantly, although consumer satisfaction

items and open-ended comments were overwhelmingly positive, teachers suggested improvements. As we conducted this feasibility trial mid-way through the development process, we used teacher suggestions to make a number of refinements to the WHS program and online assessment tool.

Psychometric features of the Elementary Social Behavior Assessment. During development of WHS, we assessed the content validity, reliability, and validity of the ESBA.

Content validity. The 12 items of the ESBA, collected with the irisPMT™, were constructed to measure the student behaviors teachers associate with student success (Hersh & Walker, 1983; Walker & McConnell, 1995; Walker & Rankin, 1980; 1983) and that map onto the seven core skills taught to students. We assessed the content validity of the ESBA items through focus groups and interviews with teachers and administrators. Participants found the item content satisfactory, although minor wording changes were made early in the process.

Psychometric study. Nine teachers screened their students ($n = 187$) with the ESBA and the Walker McConnell Scale-Elementary Version (WMS-EV; Walker & McConnell, 1995), a normed and validated measure of student social competence and school adjustment that has been used extensively in schools. We used these data to assess reliability and validity of the ESBA.

All items had sufficient corrected item-total correlation ($r > .67$) to be included in the scale. Internal consistency estimates were very high for both the WMS-EV ($\alpha = .99$) and the ESBA ($\alpha = .95$). An exploratory factor analysis produced a single factor that accounted for 66.6% of the variance. All items demonstrated good item-factor coefficients of .54 or greater. Finally, we found statistically significant validity correlations between the WMS-EV and the ESBA, $r = .83$, $F(1, 185) = 423.5$, $p < .001$. We conclude that the ESBA adequately captured the constructs of child classroom behavior measured on the much more time-intensive WMS-EV.

Social validity of screening process. On a consumer satisfaction survey, Teachers reported that they most valued the speed at which they could screen their students with the ESBA administered via the irisPMT™. One principal indicated, anecdotally, that teachers screened their students with the ESBA in about 15 to 20 minutes per classroom, while the WMS-EV took 3 to 5 minutes per student (60 to 100 minutes per class).

Promise of WHS. At the end of the development process, the WHS pilot study produced improved student social skills and teacher efficacy. We conducted a randomized waitlist-controlled trial with 70 classrooms, kindergarten through Grade 3, including 1616 students (Marquez et al., 2012). The WHS group received training and access to all program components, while the control group conducted business as usual. They received WHS at the end of the study. Teachers in the WHS condition followed the program's protocol and taught one social skills lesson per week for 8 weeks. All teachers rated their students' social skills with the ESBA.

Results. To assess fidelity of implementation, teachers completed the Evaluation Checklist (IRIS Ed, 2011), which asked teachers to report completion of key intervention tasks, including completing ESBA screenings, showing student videos, playing songs, printing student materials, and reinforcing students. Teachers in the

intervention condition reported greater gains ($M = .54$) in self-efficacy, measured by the Teacher Self-Efficacy Short Form, than teachers in the control condition ($M = .13$; $t_{67} = 2.19$, $p = .032$).

We tested student outcomes with multilevel regression to account for dependence among students clustered within classrooms. Controlling for pretest, posttest ESBA scores for students in the WHS condition were significantly higher than scores for control students ($t_{64} = 3.40$, $p = .001$). We found that students in the WHS condition improved by an average of 3.5 points on the ESBA while students in the control condition improved by 1.7 points (Hedges' $g = .27$).

We Have Skills! Final Evaluation Fall 2011

In the Fall of 2011 we evaluated the program in a randomized control trial in 70 classrooms. Teachers in the intervention classrooms used the program for twelve weeks. Teachers in both conditions used the Progress Monitoring Tool to screen their students at both pretest and posttest. The evaluation was designed to address the following questions: 1) Did using the We Have Skills! program increase teacher self-efficacy, 2) Did the We Have Skills! program improve student classroom behaviors, 3) Were teachers able to use the program as requested (feasibility), and 4) Did teachers enjoy using the program?

Study Setting: 70 K-3rd grade classrooms from four school districts in California, Oregon, and Washington, during the 2011-2012 school year.

Sample: Participants were 70 teachers (67 female, 3 male) in K-3rd grade classrooms from four school districts in California, Oregon, and Washington, as well as their students ($n = 1616$). Teachers were recruited through our contacts in two districts in California, and one district in both Oregon and Washington. All K-3rd grade teachers in the districts were informed about the opportunity to take part in the study, and asked to volunteer if interested. Interested teachers were informed about the study requirements and those who consented to participate were randomly assigned to either the intervention condition ($n = 37$) or control condition ($n = 33$).

Demographics were collected from all teachers at pretest. Teacher age ranged from 27 to 62, with an average of 42.2 years. Teaching experience ranged from 1 to 38 years, with an average age of 13.64 years. Teachers' educational background included Bachelor's degrees ($n = 9$), some post-secondary ($n = 18$), and graduate degrees ($n = 40$), with 3 teachers not reporting. Sixty-two of the teachers were Caucasian, 3 Asian, and 6 did not report. There were four teachers who identified as Hispanic. There were 15 kindergarten, 23 first grade, 17 second grade, and 15 third grade teachers and their students in the evaluation.

Procedure: Interested teachers were recruited through our contacts in four school districts in California, Oregon, and Washington. Teachers attended an in-service training presented by Iris staff in which the purpose of the evaluation was described. Teachers completed informed consent and pretest measures (see Measures below), after which they were randomly assigned to receive the *We Have Skills!* (WHS) training and use the intervention in their classrooms, or to the Control group who would receive the training and program at the completion of the

evaluation. Assignment to condition was done at the teacher/classroom level by a random number table generated by the research team to protect against intentional or unintentional manipulation of the process. The assignment to condition was not blocked on any criteria. At pretest there were 45 teachers assigned to the Intervention, with 37 completing the program requirements and the posttest, and 39 assigned to Control with 33 completing posttest. To help control program contamination the research staff emphasized the importance of scientific rigor and the need for the training provided to the Intervention group not being made available to the Control group until after the evaluation period.

Both groups were then trained on how to use the Progress Monitoring Tool (PMT). Control group participants were then excused, and the Intervention participants were trained on implementing the *WHS* in their classroom. Three weeks into the school year participants in both groups were instructed to complete an initial screening of their students' classroom behaviors using the PMT to collect the Elementary Social Behavior Assessment (ESBA; see Measure below). Upon completion of the screening teachers in the Intervention group were instructed to begin teaching their students the *WHS* program. Teachers in the Intervention taught one lesson a week (over eight weeks) using the video lessons, classroom activities, and reinforcement materials. At the completion of the 8-week intervention period teachers in both conditions were instructed to complete a second universal screening of their students and a second set of questions about themselves (see Measures below).

Measures: Teachers in both conditions completed all of the teacher and student outcome measures, with the exception of the consumer satisfaction scale. The pretest teacher measures were pen and paper assessment collected during the initial in-person training. The remainder of the assessments were collected online via the irisPMT website for the ESBA scale and via Qualtrics an online data collection website for the remainder.

Teacher Measures. At pretest teachers completed the demographic items (age, years of experience, education, gender, ethnicity, and race) as well as the Teacher Sense of Efficacy Scale-Short Form (TSES; Tschannen-Moran & Woolfolk Hoy, 2001) a 12-item scale with three moderately correlated factors: efficacy for student engagement, efficacy for instructional practices, and efficacy for classroom management (Tschannen-Moran & Woolfolk Hoy, 2001). This instrument has shown strong internal reliability (coefficient alpha = .90) and construct validity (Tschannen-Moran & Woolfolk Hoy, 2001), and has been related to a variety of outcomes including student achievement (Moore & Esselman, 1992; Ross, 1992), teacher planning and organization (Allinder, 1994), inclination to refer students to special education (Soodak & Podell, 1993), and commitment to teaching (Trentham et al., 1985).

At posttest teachers completed a second TSES. Intervention group teachers also completed measures of consumer satisfaction about the *WHS* program.

Student Measures. Teachers in both conditions completed a pre and posttest universal screening of their students using the Progress Monitoring Tool (PMT), a 12-item measure of positive student classroom behavior. The Brief Behavior Rating Scale (BBRS; Gresham et al., 2010) a valid, and reliable assessments of student behavior was included as an additional student measure at posttest.

Data Analysis: Analysis of the data was conducted using multi-level regression. Level 1 was teacher level analysis which examined condition differences on the TSES and TAM. Student level analyses were nested under teacher to control for nesting, and included condition effects on PMT change, and BBRS. Additionally, we conducted scale analyses (factor analysis, internal reliability, and item-total correlations) on the PMT at pre and post-intervention, as well as regression analyses of the post-intervention PMT results predicting student BBRS outcomes.

Results

To examine whether teacher demographics differed between conditions we ran a series of tests with condition as independent variable. We found no significant differences between the Intervention and Control conditions on teacher age ($p = .163$), years teaching ($p = .791$), grade ($p = .985$), and education level ($p = .725$).

Teacher Level. A regression predicting the teachers' change in ratings of self-efficacy as measured by the TSES, found a significant difference in teacher self-efficacy change between pre and post-intervention between the Control group (mean change = .13) and Intervention group (mean change = .54), $F(1, 67) = 4.82, p < .05$. Teachers in the Intervention group became more positive about their abilities in the classroom than did Control teachers over the 12-week intervention period.

Student Level. A multi-level regression was performed examining condition effects on student behavior ratings controlling for dependency due to teacher. We included pre-intervention PMT scores as a covariate in the analyses to account for error present at pretest, as well as some of the teacher error. Controlling for pretest, posttest ESBA scores for students in the WHS condition were significantly higher than scores for control students ($t_{64} = 3.40, p = .001$). We found that students in the WHS condition improved by an average of 3.5 points on the ESBA while students in the control condition improved by 1.7 points (Hedges' $g = .27$).

ESBA Scale Analysis. Student post-intervention PMT scores were significantly correlated with the BBRS ($r = -.766; F(1, 1547) = 2194.53, p < .001$).

Consumer Satisfaction. A six point Likert scale (ranging from 1 – strongly disagree to 6 – strongly agree), as well as open ended responses were used to assess teacher satisfaction with the We Have Skills! program at posttest. Teachers had an overwhelmingly positive response to the program on both the quantitative and qualitative items. Means for the individual Likert scale items are reported below.

	N	Mean
Overall, I was satisfied with the quality of this program.	37	5.35
I was satisfied with the quality of the information.	37	5.32
The training met my expectations.	37	4.95
I would recommend the program to other educators.	37	5.35
The program content was well organized.	36	5.5
It was easy to understand the ideas presented in the program.	36	5.64

I agree with the ideas presented in the program.	37	5.73
I am likely to use many of the strategies described in the program.	37	5.35
The program was engaging.	37	5.54
It will be easy for me to implement this approach.	37	5.32

Discussion

Our findings document (a) the promise of WHS to improve students' fluency with the social skills necessary for success at school and (b) improved teacher efficacy. While our pilot study produced small effects ($g = .27$), teachers were only given 8 weeks to implement WHS. To fully demonstrate efficacy of WHS, we propose a larger, rigorous evaluation that offers teachers a full year to implement WHS, provides a more rigorous design, and uses additional measures.

The evidence collected during our Goal 2 study demonstrates that WHS (a) can be implemented in authentic elementary classrooms, (b) is practical, and (c) is associated with improvements in students' social skills and teacher efficacy. The high social validity ratings WHS received speak to the fact that teachers strongly welcome an intervention that gives them the tools to provide needed social skills instruction to students in an efficient and effective manner. Most importantly, perhaps, teachers overwhelmingly attested to the practical importance of WHS. Given the multiple responsibilities teachers have, they welcomed (a) the efficiency of WHS in delivering necessary social skills lessons to their students in a matter of minutes, (b) its appeal to students who resonated to the program's features, (c) the efficiency of the ESBA that gave them an accurate and practically useful diagnosis of their students' social competence, and (d) its effectiveness in teaching students the social skills they need to succeed in school. Teachers especially appreciated the step-by-step breakdown of social skills that—together with the media appeal of videos and songs—facilitated teaching them to early elementary students. Finally, teachers truly appreciated the efficiency of WHS: WHS saved them precious time and did not infringe on time allocated to academic instruction.