

**A Case Study on the Early Findings for Rosen Classroom's
Focus on Social and Emotional Learning**

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The Rosen Publishing Group

Introduction

Rosen Classroom's Focus on Social and Emotional Learning literacy-based program provides educators serving grades K–6 with a flexible 30-week curriculum aligned to the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework. CASEL's five competencies provide the framework for each grade level's books and lesson plans. Each competency is introduced with an opening lesson plan that showcases the concept and hooks the student into learning more about it.

Each of the competencies is then broken down into four to six subcategories of skills and knowledge for student learning. In each of these subcategories, one weekly lesson plan is provided. For each lesson plan, one to two age-appropriate fiction and/or nonfiction books are provided to serve as the literacy anchor for the SEL skill. The lessons are 20–30 minutes in length. They have a modular design with chunks that can be pulled apart and implemented flexibly according to the needs of the students and teacher.

The Study Group

This case study was conducted to explore the use of Rosen Classroom's Focus on Social and Emotional Learning program with a sample of students that was representative of a small school community, with half (50%) of the school-aged children coming from economically disadvantaged homes. The study participants consisted of 56 children enrolled in grades kindergarten through third grade who were receiving Tiered II SEL support from the school's behavior specialist. The specialist used the Focus on Social and Emotional Learning program with these students to build their skills over 14 weeks, including the use of the CASEL-aligned texts, focus lessons, and exit tickets.

Key Findings

The duration of the study occurred over 14 instructional weeks during the second semester of the 2020–2021 academic year. The data shared in this early evaluation examine if

there is evidence for the effectiveness of using Rosen Classroom's Focus on Social and Emotional Learning program with children in kindergarten through third grade. The data in this study demonstrate student growth in their social and emotional learning (SEL) skills during this short window of time. This snapshot of data exemplifies the SEL gains that can be achieved with the use of just a portion of the Focus on Social and Emotional Learning program.

To determine student SEL skill growth, the behavior specialist used the validated assessment instrument SELweb created by xSEL Labs. SELweb directly assesses a child's skill of recognizing emotions, social perspective-taking, social problem-solving, and self-control. The instrument provides educators with data results for each of these four SEL categories along with a cumulative score.

SELweb is a normed referenced test that has a mean of 100 and a standard deviation of 15. A score of 100 on this assessment should be interpreted as such that the student's raw score on the assessment is the same as the mean of all students their age. A score greater than 100 indicates a student performed better than the average of their peers and a score less than 100 indicates they performed worse than their peers.

In this study, the tool was used to measure the SEL growth of students by having them complete a benchmark assessment prior to receiving any instruction using the Focus on Social and Emotional Learning program and a post-benchmark assessment at the conclusion of the study period.

The data collected from the pre- and post-benchmark assessments allow the researcher to make comparisons between groups and the categories in which students are assessed.

For the purpose of this study, Cohen's d is used to determine the effect sizes. The formula for Cohen's d is:

$$d = (M_1 - M_2) / SD_{\text{pooled}}$$

Where $(M_1 - M_2)$ is the difference in means and SD_{pooled} is the pooled standard deviations of the two groups. Since the assessment is a normed referenced assessment, the standard deviation ($SD = 15$) remains constant for all groups. This allows the researcher to compare one group to another to provide greater meaning.

The value of each effect size allows the results to be categorized as to the extent of their effect, including small, medium, large, or very large (see Table 1).

Table 1

Interpreting Effect Size Values

Effect Size Measure	Small Effect Size	Medium Effect Size	Large Effect Size	Very Large Effect Size
Cohen's <i>d</i>	0.20	0.50	0.80	1.30

Note. Adapted from “The Other Half of the Story: Effect Size Analysis in Quantitative Research,” by J. Middlemis Maher, J. C. Markey, and D. Ebert-May, 2013, *CBE—Life Sciences Education*, 12(3), p. 347 (<https://doi.org/10.1187/cbe.13-04-0082>). Copyright 2013 by The American Society for Cell Biology.

In the cumulative group reporting for the 56 study participants across all reporting categories, there was SEL skill growth with a small to medium effect size ($M = 5.9$, $SD = 15$), $d = .39$. When analyzing the data by grade level, kindergarten students experienced greater growth than the average ($M = 6.6$, $SD = 15$), $d = .44$; first grade students had less growth ($M = 2.6$, $SD = 15$), $d = .18$; second grade had greater growth than the average ($M = 6.3$, $SD = 15$), $d = .42$; and third grade experienced the greatest amount of growth with a medium effect size ($M = 8.8$, $SD = 15$), $d = .58$ (see Table 2).

Table 2*Student Total SEL Growth*

Participants	Benchmark 1 Mean	Benchmark 2 Mean	Change in Mean	Effect Size
Kindergarten (<i>n</i> = 11)	77.5	84.1	6.6	.44
1 st Grade (<i>n</i> = 16)	82.2	84.8	2.6	.18
2 nd Grade (<i>n</i> = 16)	85.8	92.0	6.3	.42
3 rd Grade (<i>n</i> = 13)	79.5	88.3	8.8	.58
Total (<i>n</i> = 56)	81.7	87.5	5.9	.39

The study also produced data that examined the growth for four subcategories: Emotional Recognition, Social Perspective-Taking, Social Problem-Solving, and Self-Control, which are discussed below and apply for the following four tables.

For the Emotional Recognition reporting category, there was SEL skill growth with a small to medium effect size ($M = 4.1$, $SD = 15$), $d = .27$. When analyzing the data by grade level, kindergarten students experienced greater growth than the average ($M = 8.7$, $SD = 15$), $d = .58$; first grade students had the greatest amount of growth ($M = 8.9$, $SD = 15$), $d = .59$; second grade showed no effect ($M = -1.1$, $SD = 15$), $d = .075$; and third grade also saw no effect ($M = 0.69$, $SD = 15$), $d = .055$ (see Table 3).

Table 3*Student Growth in Emotional Recognition*

Participants	Benchmark 1 Mean	Benchmark 2 Mean	Change in Mean	Effect Size
Kindergarten (<i>n</i> = 11)	81.0	89.7	8.7	.58
1 st Grade (<i>n</i> = 16)	93.3	102.2	8.9	.59
2 nd Grade (<i>n</i> = 16)	97.1	95.9	-1.1	.075
3 rd Grade (<i>n</i> = 13)	88.3	89.0	0.69	.055
Total (<i>n</i> = 56)	90.8	94.9	4.1	.27

For the Social Perspective-Taking reporting category, there was SEL skill growth with a small to medium effect size ($M = 5.1, SD = 15$), $d = .34$. When analyzing the data by grade level, kindergarten students showed no effect ($M = -1.9, SD = 15$), $d = .13$; first grade students demonstrated growth with a small to medium effect ($M = 4.9, SD = 15$), $d = .33$; second grade had greater growth than the average ($M = 6.0, SD = 15$), $d = .40$; and third grade experienced the greatest amount of growth with a medium to large effect size ($M = 10.1, SD = 15$), $d = .67$ (see Table 4).

Table 4*Student Growth in Social Perspective-Taking*

Participants	Benchmark 1 Mean	Benchmark 2 Mean	Change in Mean	Effect Size
Kindergarten (<i>n</i> = 11)	85.2	83.3	-1.9	.13
1 st Grade (<i>n</i> = 16)	82.0	86.9	4.9	.33
2 nd Grade (<i>n</i> = 16)	86.7	92.7	6.0	.40
3 rd Grade (<i>n</i> = 13)	79.6	89.7	10.1	.67
Total (<i>n</i> = 56)	83.4	88.5	5.1	.34

For the Social Problem-Solving reporting category, there was SEL skill growth with a medium to large effect size ($M = 11.3$, $SD = 15$), $d = .75$. When analyzing the data by grade level, kindergarten students demonstrated growth with a medium effect size ($M = 7.6$, $SD = 15$), $d = .50$; first grade students demonstrated the greatest amount of growth with a very large effect size ($M = 17.6$, $SD = 15$), $d = 1.17$; second grade had growth with a medium to large effect size ($M = 9.3$, $SD = 15$), $d = .62$; and third grade was very similar to second grade's effect size ($M = 9.3$, $SD = 15$), $d = .63$ (see Table 5).

Table 5*Student Growth in Social Problem-Solving*

Participants	Benchmark 1 Mean	Benchmark 2 Mean	Change in Mean	Effect Size
Kindergarten (<i>n</i> = 11)	80.8	88.4	7.6	.50
1 st Grade (<i>n</i> = 16)	81.8	99.4	17.6	1.17
2 nd Grade (<i>n</i> = 16)	88.4	97.7	9.3	.62
3 rd Grade (<i>n</i> = 13)	84.1	93.4	9.3	.63
Total (<i>n</i> = 56)	84.0	95.4	11.3	.75

For the Self-Control reporting category, there was SEL skill growth of an effect size determined to be less than small ($M = 2.3$, $SD = 15$), $d = .15$. When analyzing the data by grade level, kindergarten students demonstrated growth with a medium effect size ($M = 4.6$, $SD = 15$), $d = .30$; first grade students had skill loss ($M = -2.13$, $SD = 15$), $d = .14$; second grade had growth ($M = 3.3$, $SD = 15$), $d = .22$; and third grade growth was very similar to kindergarten's growth ($M = 4.5$, $SD = 15$), $d = .30$ (see Table 6). The first-grade group was an outlier in the data for this reporting category. If first grade was removed and only kindergarten, second grade, and third grade were analyzed as one group, they had a small effect size ($M = .40$, $SD = 15$), $d = .27$.

Table 6*Student Growth in Self-Control*

Participants	Benchmark 1 Mean	Benchmark 2 Mean	Change in Mean	Effect Size
Kindergarten (<i>n</i> = 11)	88.6	93.2	4.6	.30
1 st Grade (<i>n</i> = 16)	86.1	84.0	-2.1	.14
2 nd Grade (<i>n</i> = 16)	87.4	90.6	3.3	.22
3 rd Grade (<i>n</i> = 13)	89.8	94.2	4.5	.30
Total (<i>n</i> = 56)	87.8	90.1	2.3	.15

Student attendance was tracked during the study as well. Of the 56 participants, 44 students had attendance rates of at least 75%, missing fewer than four class sessions. There were 12 students that were absent four or more of the instructional days, resulting in an attendance rate of less than 75%.

In comparing the overall effect sizes for these groups, we found that students that missed fewer than four days of instruction resulted in SEL skill growth at small to large effect sizes. Those missing no instructional days had a medium to large effect size ($M = 11.2$, $SD = 15$), $d = .75$; students missing one day had a small to medium effect size ($M = 6.6$, $SD = 15$), $d = .44$; students missing two days of instruction had a small effect size ($M = 4.1$, $SD = 15$), $d = .28$; students absent three days saw a medium to large effect size ($M = 11.7$, $SD = 15$), $d = .78$; and students absent more than three days saw skill loss with a small to medium effect size ($M = -4.5$, $SD = 15$), $d = .30$ (see Table 7).

Table 7*Student Total SEL Growth Attendance Rate*

Days Absent	Benchmark 1 Mean	Benchmark 2 Mean	Change in Mean	Effect Size
0 (n = 17)	82.1	93.3	11.2	.75
1 (n = 14)	81.2	87.9	6.6	.44
2 (n = 7)	81.9	86.0	4.1	.28
3 (n = 6)	84.0	95.7	11.7	.78
More than 4 (n = 12)	80.3	75.8	-4.5	.30
Total (n = 56)	81.7	87.5	5.9	.39

Conclusion

The objective of this study was to determine the effects of using Rosen Classroom's Focus on Social and Emotional Learning program with students in kindergarten through third grade receiving Tier II SEL support, as well as to measure the amount of SEL skill growth they experienced over the study period. These comparisons represent a small sample size; however, even in the 14 weeks using just less than half of the 30-week curriculum, the children in this study demonstrated SEL skill growth.

The data demonstrate that SEL skill growth was achieved at varying levels where overall, first graders saw the smallest growth and third graders achieved the most. The most significant growth across all groups was identified in the category of Social Problem-Solving.

The evidence also suggests that students who received more intense instruction through their attendance and used the Focus on Social and Emotional Learning program experienced SEL skill growth compared to those who were absent four or more days (see Table 7).

It is for this reason that the early results presented in this study demonstrate promising evidence of effectiveness for the use of Rosen Classroom's Focus on Social and Emotional

Learning program with children enrolled in grades kindergarten through third grade. We would also expect that if the entire 30-week curriculum was used throughout the school year, we would see additional gains in the post-benchmark assessment.