



evidence-based research

The National Registry of Evidence-based Programs and Practices (NREPP), a project of the Substance Abuse and Mental Health Services Administration (SAMHSA), determined that Teen Leadership/Capturing Kids' Hearts meets the minimum NREPP requirements for review. These requirements are:

- The intervention has produced one or more positive behavioral outcomes ($p \leq .05$) in mental health or substance use among individuals, communities, or populations.
- Evidence of these outcomes has been demonstrated in at least one study using an experimental or quasi-experimental design.
- The results of these studies have been published in a peer-reviewed journal or other publication or documented in a comprehensive evaluation report.
- Implementation materials, training and support resources, and quality assurance procedures have been developed and are ready for use by the public.

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leadership matters

research reports

general socio-emotional skills were measured using a number of scales including the Revised UCLA Loneliness Scale and the Leadership and Personal Development Inventory. The results demonstrate that self-esteem increased 16%, attitude toward group work increased 7%, personal development increased 8%, and loneliness decreased 15%. For additional information, visit our website to access a link to *Cirillo-Teverbaugh, K.J. & Colwell, B. (1993). Effects of a 10-week social-cognitive group intervention on selected psychosocial attributes and interpersonal effectiveness of high school students. Unpublished manuscript, Texas A&M University, College Station, TX.* Also see *Cirillo-Teverbaugh, K.J. (1994). Adolescent loneliness: Implications and intervention strategies. Eta Sigma Gamma Student Monograph Series, 12(1): 1-10. (quasi-experimental study design)*

academic achievement was measured using passing rates in English, Math, and Social Studies. Compared with students in the control group, intervention students demonstrated a 19.3% greater passing rate in English (95.5% vs. 76.2%), an 11.9% greater passing rate in Math (92.6% vs. 80.7%), and a 7.5% greater passing rate in Social Studies (98.5% vs. 91.0%). In addition, intervention students exhibited an 11% lower failure rate. For more information, visit our website to access a link to *Sherwood, R. (2003). It all began with a handshake, The Effective Schools Project Journal, 9: 6-11. (quasi-experimental study design)*

student connectedness was measured in a study involving students who participated in the semester-long Teen Leadership/Capturing Kids' Hearts class. Intervention students were significantly more connected to their teachers and also made significantly smarter choices than those in the control group. For additional information, visit our website to access a link to a presentation describing the outcomes obtained in *Danaher, A.C. (2006). Character Education: The Impact of a Teen Leadership Program, Texas A&M University, Kingsville. (experimental study design)*

Capturing Kids' Hearts is a research-based school program designed to strengthen students' connectedness to school through enhancing protective factors (strong bonds with teachers, clear rules of conduct that are consistently enforced) and targeting modifiable risk factors (inappropriate behavior, poor social coping skills).

what some of our clients are saying about our research support

“Thanks in large part to the research and background information provided by the grants and research team, we won a highly competitive grant last year to train teachers district-wide in Capturing Kids’ Hearts. As a result of implementing this training across our campus, we have seen a 40% reduction in disciplinary infractions overall, and a 30% reduction in suspensions. We haven’t had a fight on campus in well over a year, or an expulsion in well over two years. Because of our success, we have been invited to share results to two area school superintendents’ groups and to the Connecticut Consortium on School Attendance.”

Andre Hauser, Principal
Coginchaug Regional High School

“Data drives decision-making in schools. School boards, governmental organizations and funding sources require research and evaluation data in order to invest in Capturing Kids’ Hearts. The research and funding team at the Flippen Group provided documentation on the effectiveness of Capturing Kids’ Hearts. With this valuable assistance, Kent Intermediate School District helped schools evaluate the impact of the Flippen Group processes and programs. With the results of the local evaluations, Kent Intermediate School District secured local, state and federal funds to help sustain Capturing Kids’ Hearts in our schools and classrooms.”

Steve Dieleman
Kent Intermediate School District

discipline referrals were analyzed using Mann-Whitney U Test distributions. The results demonstrate that at-risk seventh and eighth grade students enrolled in a Teen Leadership/Capturing Kids’ Hearts class exhibited a greater reduction in discipline referrals compared with students in the control group. Discipline referrals included suspensions and incidents related to violence, disobedience, use of alcohol, tobacco, other drugs, and violations of school rules. For more information, visit our website to access a link to *Castro, V., Johnson, M. B., & Smith, R. (2008). Self-reported resilient behaviors of seventh and eighth grade students enrolled in an emotional intelligence based program. Journal of School Counseling, 6(27). (experimental study design)*

discipline referrals and **pro-social competencies** were measured in 8 high schools that implemented the Capturing Kids’ Hearts Campus By Design process. At 1 school-year post-implementation, the number of discipline referrals in the 4 intervention schools decreased an average of 22% whereas they increased an average of 11% in the 4 control schools (Hedge’s $g = -2.1$; $df = 7$). In addition, students’ pro-social skills and competencies (respect, caring concern for others, communicative competencies, citizenship, and problem solving) as measured by direct observation of classrooms increased significantly in the intervention schools compared with outcomes in control schools (see figure below). For additional information, visit our website to access information reported in *Holtzapple, C.K., Griswold, J.S., Cirillo, K.J., Rosebrock, J., Nouza, N., Berry, C. & Willson, V. (2010). Implementation of a school-wide adolescent character education and prevention program: Evaluating the relationships between principal support, faculty implementation, and student outcomes. A comprehensive report submitted to Oneida-Herkimer-Madison BOCES and Riverside County Office of Education (RCOE). (experimental study design)*

The following figure demonstrates improvements in students’ pro-social competencies that result when schools implement Capturing Kids’ Hearts Campus By Design. At the beginning of the study (pre-test), students in the intervention and control schools exhibited similar levels of pro-social competencies. By the end of year 1 (post-test), students in intervention schools exhibited significantly higher levels of these competencies in all outcome categories as compared with students in control schools.

