



White Papers: Imagine If...
2017

About Imagine If...

Imagine If... is a discovery centered learning curriculum that is multifaceted, evidence based and easily implemented. Imagine If focuses on the skill areas of: Higher Level Goal Setting, Leadership & Anti-Bullying, and Character Development.

Our lessons establish groundwork so teachers can effortlessly incorporate our curriculum into daily positive practice. We look at the “whole” child and give them the specific tools and knowledge to develop the ability to achieve their goals both inside and outside of school. The Imagine If curriculum teaches students that they are not just limited to their current level of abilities. Instead, the curriculum teaches children to use the mental skills techniques taught through this program to achieve their goals more effectively. Most importantly, children learn more about themselves as individuals, which can provide a clearer direction for their future. Our program is designed for teachers, counselors, parents and to reach ALL types of students in any school setting and all learning styles and types. We work with Montessori, Private and Public schools, Homeschool associations, athletes, coaches, LD, ADHD, and Dyslexic students.

Ultimately, our goal is to teach students to use daily positive practice which can increase awareness, reduce stress, and ensure that students have the ability to direct their thoughts to achieve success from the inside out.

The evidence-based lessons incorporate the latest scientific research to enhance and increase strategic skills all students will need to be successful in life. Each lesson offers fun, easy, and unique strategies to: Increase a students’ ability to focus, Develop more self-control, Learn how to cope with common stressors, Make attainable goals, and Learn to be self-reliant.

Our goal is to build an understanding of how students can combine the knowledge and skills gained from these lessons in a way that maximizes the abilities of each child in school, socially and at home. When given the right tools, and having seen positive results, students are able to use visualization and create their own future!



Benefits of SEL/EQ Curriculum (Social Emotional Intelligence Learning)

The research is clear: social and emotional Intelligence learning (SEL/EQ) is a critical component of the educational experience. In order for students to reach their full potential in school and in life, schools must provide instruction on academics *and* social and emotional skills. In short, they must teach the *whole* student if they want to see healthier school climates and improved academic results. And thanks to clinical research, we now have the evidence that SEL/EQ really works!

Scientific studies of high-quality SEL/EQ programs have revealed the positive impact these curriculums can have on school success. Data from more than 270,000 students was collected for a large-scale study of universal, school-based SEL/EQ programs. In that study, SEL/EQ students showed an 11% gain in academic achievement -- a significant improvement!

In addition, studies show:

- SEL/EQ program students were more likely to attend school, were less likely to have conduct problems, and received better grades.
- SEL/EQ programs effectively reduced student high-risk behaviors such as delinquency, substance abuse, and school dropout.
- SEL/EQ students feel more connected and attached to their schools.
- SEL/EQ programming can significantly improve students' skills, attitudes, and behaviors.

According to a study funded by the Robert Wood Johnson Foundation and published in the *American Journal of Public Health*, children's early social and emotional skills may predict their well-being in early adulthood. The 20-year study linked early skills shown in kindergartners to future outcomes in education, employment, and criminal justice.

Kindergarten teachers assessed students' social and emotional abilities using a 9-item, 5-point scale. Researchers then examined these students 13 to 19 years later and found that for every 1-point increase in a child's social competence score in kindergarten, he or she was:

- twice as likely to attain a college degree in early adulthood
- 54% more likely to earn a high school diploma
- 46% more likely to have a full-time job at the age of 25.

For every 1-point decrease in a child's social competence score in kindergarten, he or she had a:

- 64% higher chance of having spent time in juvenile detention
- 67% higher chance of having been arrested by early adulthood

This research shows the importance of focusing early learning efforts on the development of social and emotional skills.

Research also shows that SEL/EQ not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students (Durlak et al., 2011). Effective social and emotional learning programming involves coordinated classroom, school wide, family, and community practices that help students develop the appropriate skills.

The Short- and Long-Term Benefits of SEL/EQ

Students are more successful in school and daily life when they:

- Know and can manage themselves
- Understand the perspectives of others and relate effectively with them
- Make sound choices about personal and social decisions

These social and emotional skills are some of several short-term student outcomes that SEL programs promote (Durlak et al., 2011; Farrington et al., 2012; Sklad et al., 2012).

Other benefits include:

- More positive attitudes toward oneself, others, and tasks including enhanced self-efficacy, confidence, persistence, empathy, connection and commitment to school, and a sense of purpose
- More positive social behaviors and relationships with peers and adults
- Reduced conduct problems and risk-taking behavior
- Decreased emotional distress
- Improved test scores, grades, and attendance

In the long run, greater social and emotional competence can increase the likelihood of high school graduation, readiness for postsecondary education, career success, positive family and work relationships, better mental health, reduced criminal behavior, and engaged citizenship (e.g., Hawkins, Kosterman, Catalano, Hill, & Abbott, 2008; Jones, Greenberg, & Crowley, 2015).



Procedures & Methods

The Imagine If... Program was created, launched, and tested in 2015 by Jennifer S. Kramer the Director of Educational Services & Operations with 2nd graders at a Cherokee County, GA Elementary School. Also, lessons were implemented with Fulton County, GA public and private school students, Unity children's programs, and Forsyth and Gwinnett County, GA Homeschool association students. Each lesson was presented in a small group, classroom or camp setting with elementary through high school aged students.

The evaluation of the testing (digital and book format) was collected via pre-test and post-test with behavioral and conceptual assessments also being measured throughout the program. Each question on the pre/post testing represents a lesson and Unit within the program as well as the two key core principals. Each question is designed to measure key concepts introduced throughout the program.

Assessment Questions	Key Concepts Measured
Unit 1 (4)	Self-awareness
Unit 2 (3)	Gratitude
Unit 3 (4)	Accountability
Unit 4 (3)	Self-Esteem
Unit 5 (3)	Resiliency
(15 lessons total)	Empathy/Kindness

This type of repeated data collection is used to measure the students at varying points within the program. The advantage to this type of data collection is to be able to use smaller sample sizes to ensure little error variances in reference to external stimuli, individual differences and behavioral observations and changes. Descriptive statistical analyses were performed to determine key conceptual mastery and population served.

Outcomes & Results

Outcome Pre/Post test	Conceptual Measures	Outcome Results
N= 53	Pre- Self-awareness	45.4%
	Post	
Pre Test= 74%	Pre-Gratitude	18.2%
	Post	
Post Test= 91%	Pre-Accountability	36.3%
	Post	
Average increase= 31%	Pre- Resiliency	40.9%
	Post	
	Pre- Empathy/kindness	27.2%
	Post	
	Pre- Self-Esteem	45.4%
	Post	

Conclusion

The primary goal of the Imagine If... program is to empower children with the knowledge and understanding that they have the ability to create a positive world around them through their thoughts and actions. SEL/EQ research has proven that the addition of these types of programs have positive short and long term effects with the use of daily practice included in the Imagine If... program.

Based on the statistical data compiled there was an overall average increase of 31%. The highest increases based on the behavioral and collected data were in the areas of: 45.4% Self-awareness/Self-esteem, 40.9% resiliency, and 36.3% accountability. Qualitative and behavioral results and analyses of the Imagine If... program by participants and family members have demonstrated positive outcomes that enhance and support the quantitative data collected. Participants have also reported high levels of fulfillment, understanding and excitement from involvement in the Imagine If... program.

The Imagine If... program will continue to work with students of all ages in building self-esteem, fostering responsibility and accountability and instilling motivation to achieve success in life from the inside out. We will continue to teach the way students learn and continue to strengthen and enhance our program to meet the needs of all types of students.

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All data collection follows the policies and procedures of The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99)

