



**SEL***media*<sup>™</sup>  
*Social Emotional Learning for life*

# Research Summary

Highlights from research on SELmedia Programs  
conducted by the 3-C Institute for Social Development

SELmedia, Inc.  
1901 N. Harrison Ave. Suite 200  
Cary, NC 27513  
P: 888-4SELmedia | F: 888-582-8838  
[info@SELmediainc.com](mailto:info@SELmediainc.com) | [www.SELmediainc.com](http://www.SELmediainc.com)



### LifeStories for Kids™ Pre/K – 5

Phase 1 National Institute of Mental Health Feasibility study – Results (February, 2007)

- 100% of parents rated the program as easy to understand, interesting and engaging, easy to use, and helpful for them in assisting their child’s social development.
- 90 – 94% of the children participating in the program found the lessons and the video material easy to understand, clearly presented, interested/engaging and helpful to them in their peer relations such as making and keeping friends.
- 100% of the school and mental health counselors found the materials easy to understand and use, clearly presented, interesting and engaging, and helpful to them as they assist children in their social development.

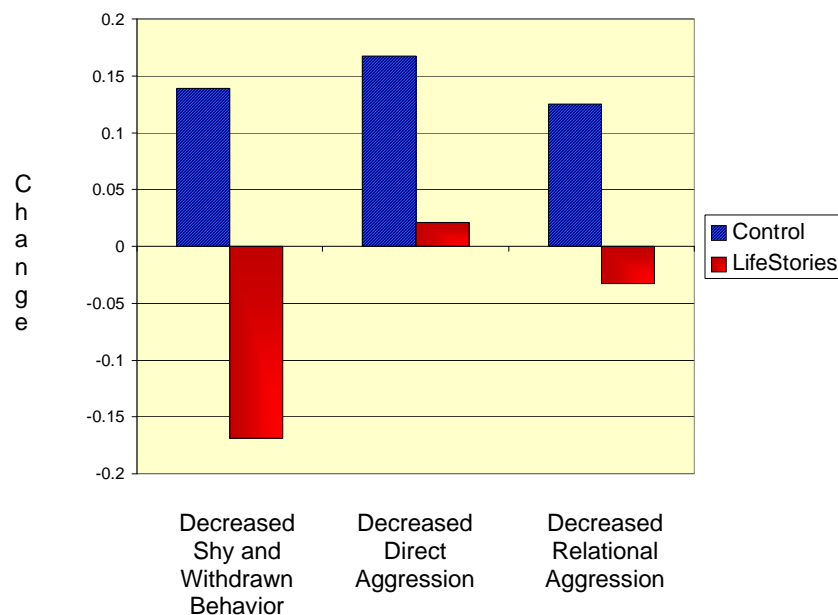
“This project has been funded in whole or in part with Federal funds from the National Institute of Mental health, National Institutes of Health, Department of Health and Human Services, **Interact Phase I**: “*Social and Emotional Skills Training with Young Children*”: **Phase I grant (MH070162-01), NIMH, Project Dates: 12/03 – 5/04.**”

Phase 2 National Institute of Mental Health Efficacy Study – Results (March 2007)

- Significant decreases in direct aggression (e.g., fighting, teasing) when compared to a control group.
- Significant decreases in indirect aggression (e.g., dropping friendships, exclusion) when compared to a control group.
- Significant decreases in withdrawn and socially isolation behaviors (avoiding friendships, not playing with others, etc.) when compared to a control group.

Published in the *Journal of Research in Character Education*, 5(2) 2007, pp. 131–148.

“This project has been funded in whole or in part with Federal funds from the National Institute of Mental health, National Institutes of Health, Department of Health and Human Services, “*Multimedia Strategies to Enhance Child Treatment Effects*”: **Phase II grant (R44MH070171-02), NIMH, Project Dates: 8/05 – 7/07**”





### **S.S.GRIN (Social Skills Group Intervention) K-5**

DeRosier, M.E. (2004). Building relationships and combating bullying: Effectiveness of a school-based social skills group intervention. *Journal of Clinical Child and Adolescent Psychology*, 33 (1). 125-130.

- Treatment students were more liked by peers while control subjects were liked less by peers over the same period.
- Treatment students reported significant increases in self-esteem and self efficacy and lower social anxiety in comparison to control subjects who worsened.
- Treatment subjects reported fewer affiliations with antisocial peers and control students actually increased on this dimension.

DeRosier, M.E. & Marcus, S.R. (2005). Building friendships and combating bullying: Effectiveness of S.S.GRIN at one-year follow-up. *Journal of Clinical Child and Adolescent Psychology*, 34 (1), 140-150.

- Additional positive treatment effects (From initial study reported above) were found, including higher social acceptance and self-esteem and lower depression and anxiety.
- Lower aggressive behavior was also found, particularly for initially more aggressive children

DeRosier, M.E. (in press). Peer victimized and rejected children: Promoting school-based adjustment through social skills intervention. In Zins, J.E., Elias, M.J., & Maher, C.A. (Eds.), *Handbook of Prevention and Intervention in Peer Harassment, Victimization, and Bullying*. New York: Haworth Press. Research conducted as part of a 1999 U.S. Department of Education Safe Schools/Healthy Students Grant in Wake County, North Carolina.

- Significant reductions in peer nominated aggression, bullying behavior, and fear of negative evaluation.
- Significant differences between treatment and control groups on antisocial affiliations and depression when compared to controls.
- Significant improvement in social motivation.

#### S.S.GRIN Adolescents

Harrell, A. & DeRosier, M. E. (2006). *Social skills training in adolescence*. Manuscript in preparation

- Significant improvement in self-concept including perceived physical appearance and general satisfaction.
- Significant improvement in general self-efficacy particularly in the emotional domain and regarding social situations and their ability to predict social outcomes.

“This project has been funded in whole or in part with Federal funds from the National Institute of Mental health, National Institutes of Health, Department of Health and Human Services, **SSGRIN-A Phase II: “Social Skills Training for Aggressive Adolescents”**: **Phase II grant (R43MH068075-02), NIMH; Project dates: 4/04 – 9/06”**

#### Parent Guide to S.S.GRIN

DeRosier, M.E. & Gilliom, M. (2006) *Effectiveness of a Parent Training Program for Improving Children’s Social Behavior*. In the *Journal of Family Studies*

- Treatment was associated with improvements in parent and child social skills knowledge, parent social problem solving, and child emotional functioning.

“This project has been funded in whole or in part with Federal funds from the National Institute of Mental health, National Institutes of Health, Department of Health and Human Services, **Parent Guide Phase II: “Parent Involvement in Social Skills Interventions”**: **Phase II grant (MH65718-02), NIMH; Project dates: 4/03 – 3/05.**



Sustainability of S.S.GRIN

DeRosier, M.E. (2007) *Transportability Study*, Unpublished Research Study.

- 70% of the 43 elementary school counselors who used S.S.GRIN after training between 1994 and 2004 were still using the program on a regular basis in 2007.

Other research Studies by 3-C ISD

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DeRosier, M. E., Cillessen, A. H., Coie, J. D., & Dodge, K. A. (1994). Group social context and children's aggressive behavior. *Child Development*, 65, 1068-1079.

DeRosier, M. E., Kupersmidt, J. B., & Patterson, C. J. (1994). Children's academic and behavioral adjustment as a function of the chronicity and proximity of peer rejection. *Child Development*, 65, 1799-1813.

Kupersmidt, J. B., DeRosier, M. E., & Patterson, C. J. (1995). Similarity as the basis for friendship: The role of sociometric status, aggressive and withdrawn behavior, academic achievement, and demographic characteristics. *Journal of Social and Personal Relationships*, 12, 439-452.

Kupersmidt, J. B., Griesler, P. C., DeRosier, M., Patterson, C. J. & Davis, P. W. (1995). Childhood aggression and peer relations in the context of family and neighborhood factors. *Child Development*, 66, 360-375.

Parker, J. G., Rubin, K. H., Price, J. M., & DeRosier, M. E. (1995). Peer relationships, child development and adjustment: A developmental psychopathology perspective. In D. Cicchetti & D. J. Cohen (Eds.), *Developmental psychopathology: Risk, disorder, and adaptation*, Vol. 2, pp. 96-161.

DeRosier, M. E. (2002). *Group interventions and exercises for enhancing children's communication, cooperation, and confidence*. Sarasota, FL: Professional Resources Press.

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DeRosier, M.E. (2002). Bullying, teasing, and social isolation. *Carolina Youth Alliance*, 4, 7-12.

DeRosier, M.E. (2003). 3-C: Putting the Boulder model to work. *North Carolina Psychologist*, Sept/Oct, 12.

DeRosier, M.E. (2004). Moving the Boulder model from ideal to real. *North Carolina Psychologist*, Jul/Aug, 12.

DeRosier, M.E. (2004). Targeted school violence. *North Carolina Psychologist*, Sept/Oct, 5.

DeRosier, M.E. (2004). The social climate of schools in the aftermath of 9-11: Ethnic differences in children's peer relations. *Journal of School Violence*, 3, 5-16.

Kupersmidt, J.B. & DeRosier, M.E. (2004). The role of peer relations in the development of negative outcomes: Explanatory processes. In K.A. Dodge & J.B. Kupersmidt (Eds.), *Children's peer relations: From development to intervention*, 119-138. Washington, DC: American Psychological Association.

DeRosier, M.E. (in press). Social skills interventions. In W.A. Darity (Ed.), *International Encyclopedia of the Social Sciences*, 2<sup>nd</sup> Edition. MI: Macmillan Reference.

DeRosier, M.E. (in press). Peer relations research. In W.A. Darity (Ed.), *International Encyclopedia of the Social Sciences*, 2<sup>nd</sup> Edition. MI: Macmillan Reference