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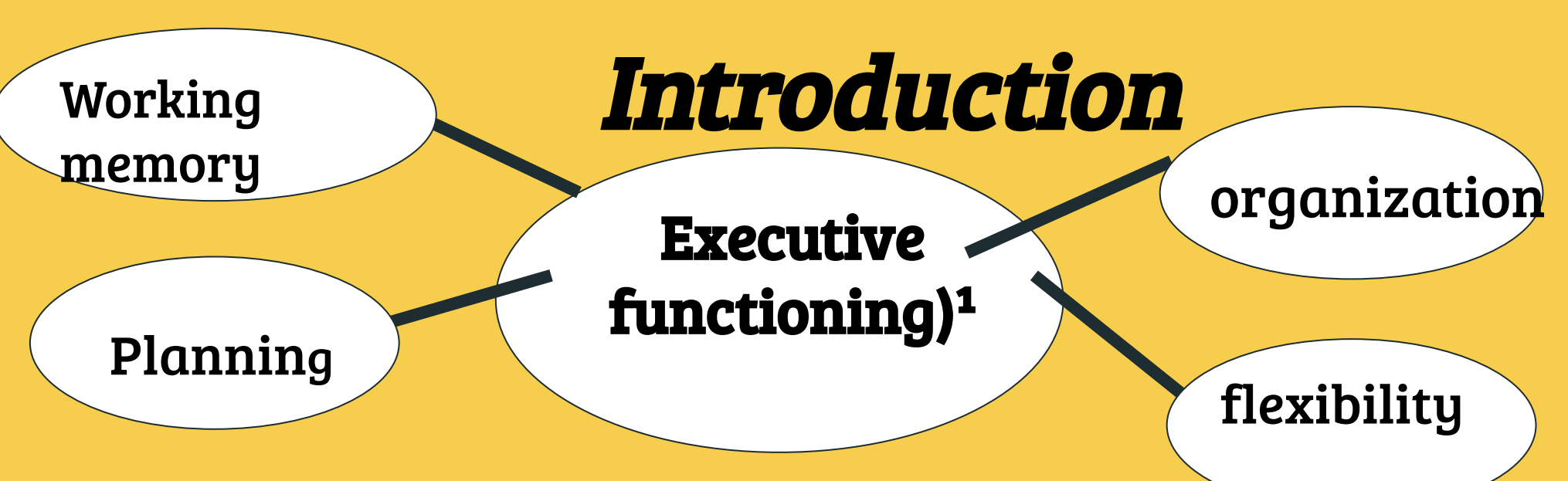


Figure 1: Gender demographics
male= 6.05% (17)
Female= 93.95% (264)
n=281

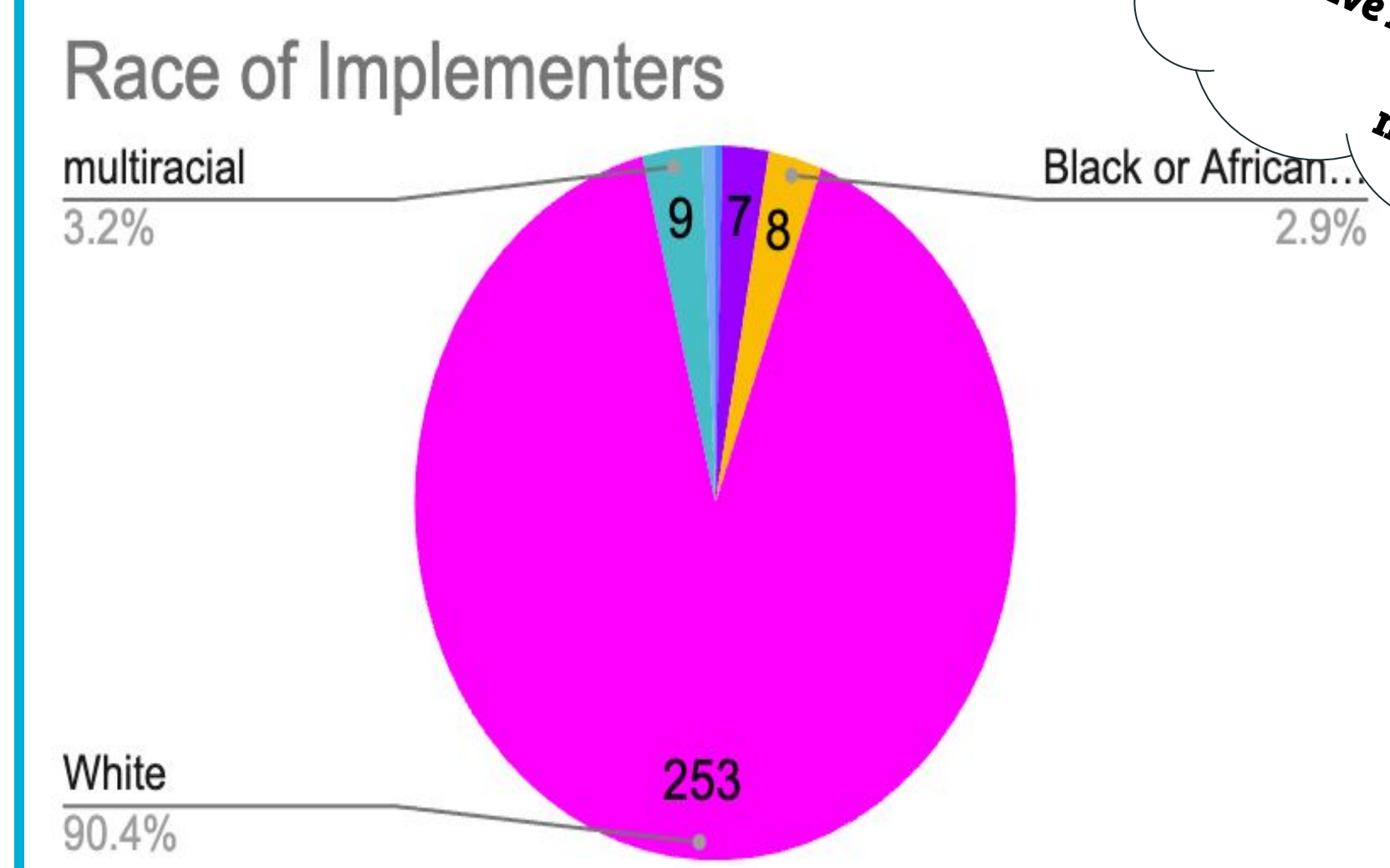
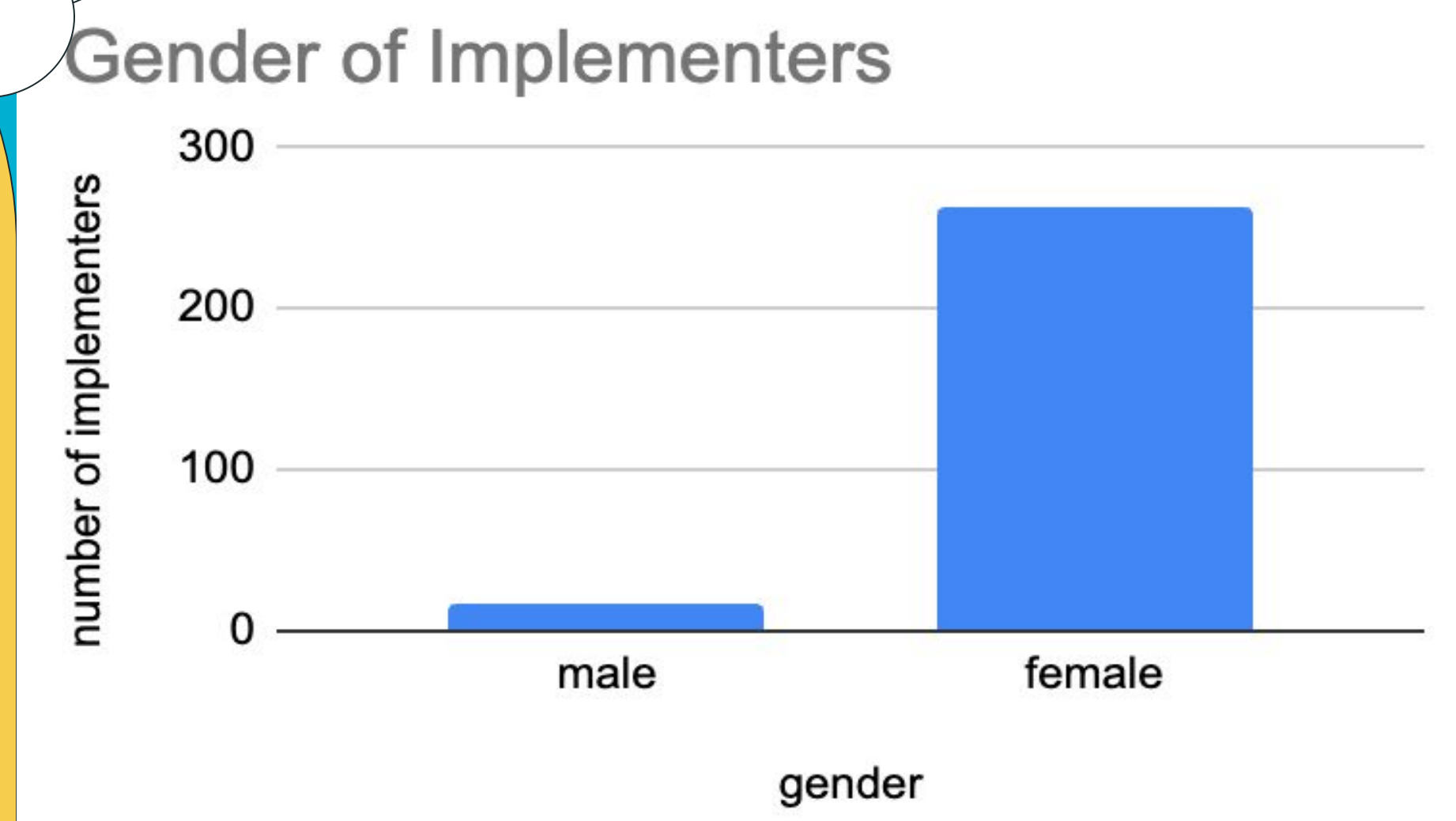


Figure 2: Race demographics
Asian= 2.49% (7)
Another race= 7% (2)
Native American= .36% (1)
n=281

- **“Unstuck and On Target”²**
 - An **intervention** guiding educators and parents to **address EF challenges in elementary students**
 - Training contains **21 modules**, workbook activities & educational videos
 - Most **students with ASD and ADHD** tend to have **EF challenges**
 - Previous study indicated that participants **significantly improved in EF skills** from the **Unstuck group** compared to PATSS (Parents and Teachers Supporting Students)³
- **Research Aims**
 - Aim 1: Is there a **difference in Unstuck knowledge** among implementers before and after the training?
 - Aim 2: learn how to recognize **executive function challenges** in your students
 - Aim 3: Their ability to apply strategies for **creating affirming environments for students** has...

Hypothesis: After completing the training and implementing Unstuck in elementary schools: the educators will report that they felt more prepared to meet the needs of their students, more knowledgeable about curriculum, and creating affirming environment.

Methods

- Data assessing Unstuck implementation in **130 Colorado schools and 100 Virginia schools**
- Survey participants
 - **281 implementers (overall)**
 - 152 implementers (my study)
- Likert scale
 - Aim 2: 1=totally disagree, 5=totally agree
 - Aim 3: 1= strongly decreased, 5=strongly increased
- Paired samples t-test**
 - pretest & posttest surveys
 - **Knowledge based questions (Aim 1)**
- Descriptive statistics**
 - Post data only
 - **Recognizing EF challenges(Aim 2)**
 - **Affirming environment (Aim 3)**

Results

Paired Sample Test for Correct Answers on Knowledge Based Questions

	Post	Pre
Mean	19.14	18.54
Standard Deviation	2.580	2.988
df	158	
t	2.04	
p-value (one-tail)	0.021	

Table 1: inferential data based on number of correct answers from implementers, α=.05

Learn how to recognize executive function challenges in your students:

mean	STDV	Variance	total	Totally disagree	Agree	Totally Agree
4.45	0.58	0.33	141	0.71%	52.48%	46.81%

Table 2: descriptive data for Aims 2 & 3

My ability to apply strategies for creating affirming environments for elementary students has:

mean	STDV	Variance	total	strongly decreased	Has remained the same	Increased	Greatly Increased
4.18	0.6	0.36	141	0.71%	6.38%	65.96%	26.95%

Discussion

- **Aim 1:** The results show a **significant difference between the number of correct answers** of knowledge based questions before and after implementing Unstuck
 - The results suggests that **implementers increased in Unstuck knowledge** after the training
- **Aim 2:** The results suggest that on average, implementers felt that they were **able to detect EF challenges** in their students after implementing Unstuck
- **Aim 3:** The results suggest that on average, implementers felt that their ability to apply strategies for **creating affirming environments** for their students has **increased**

Moving Forward

- Study how **Unstuck can apply to different academic levels**
 - Preschool
 - Middle school
 - High school
- Explore how **Unstuck can support other groups**
 - Learning differences (ex: dyslexia)
 - Mental health conditions (ex: an anxiety disorder)
- Overall, the data shows that Unstuck can be an effective intervention that **facilitates implementers' abilities to better recognize EF challenges**

References

- ¹Groves, N. B., Wells, E. L., Soto, E. F., Marsh, C. L., Jaisle, E. M., Harvey, T. K., & Kofler, M. J. (2022). Executive functioning and emotion regulation in children with and without ADHD. *Research on Child and Adolescent Psychopathology*, 50(6), 721–735.
- ²“Executive Function.” *Unstuck and On Target*, <https://www.unstuckandontarget.com/.oi->
- ³Anthony L, Anthony B, Kenworthy L. (2020). *Improving Classroom Behaviors among Students with Symptoms of Autism Spectrum Disorder or Attention Deficit Hyperactivity Disorder*. Patient-Centered Outcomes Research Institute (PCORI). <https://doi.org/10.25302/06.2020.AD.13047379.proxy.hofstra.edu/10.1007/s10802-021-00883>
- Special acknowledgement to PURPLE 2022