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The current study was run at a school implementing a schoolwide middle school and junior high school intervention for at-risk students. The numbers below represent the students who completed the open-ended surveys. A second rater coded responses, and the total reliability was 82%. The use of the short form of the CES (CES Involvement and Affiliation subscales) did not replicate findings of the original rater reliability (82%).

### Results from the Open-Ended Surveys

#### Period 1
- Percent: 36%
- Neutral: 48%
- Positive: 16%

#### Period 2
- Percent: 48%
- Neutral: 48%
- Positive: 8%

#### Period 3
- Percent: 43%
- Neutral: 35%
- Positive: 8%

#### Period 4
- Percent: 60%
- Neutral: 22%
- Positive: 18%

#### Period 5
- Percent: 60%
- Neutral: 19%
- Positive: 11%

### Summary

- **Period 1**: The students felt that they were not trusted by their classmates. They did not work well together and did not rate their ability to succeed in the classroom positively.
- **Period 2**: The students did not feel that the ropes course would help them succeed in the classroom. They did not feel like they could trust others in their classmates.
- **Period 3**: The students felt that the ropes course did not help them succeed in the classroom. They did not feel that others trusted them.
- **Period 4**: The students felt that the ropes course helped them succeed in the classroom. They felt that others trusted them.
- **Period 5**: The students felt that the ropes course helped them succeed in the classroom. They felt that others trusted them.

### Limitations

- Small sample sizes
- Use of the short form of the CES
- Focus the intervention on the domains measured by the CES.

### References