

EFFECTS OF DIVORCE ON CHILDREN IN THE CLASSROOM

Deleted: <sp>

Deleted: Running head: EFFECTS OF DIVORCE ON CHILDREN IN THE CLASSROOM

Running head: EFFECTS OF DIVORCE ON CHILDREN IN THE CLASSROOM

Effects of Divorce on Children

|

Overall, well done. The results is very nicely objective and clear, and your insights in the discussion are important and well-supported with both observation and citations. Do pelase wrok a bit on the overall structure and flow of the paper, but the ideas you express in it are fantastic. Really, well done!

Deleted: ¶

Deleted: ¶

¶
¶
¶
¶
¶
¶

EFFECTS OF DIVORCE ON CHILDREN IN THE CLASSROOM

Deleted: Running head: EFFECTS OF DIVORCE ON CHILDREN IN THE CLASSROOM

Abstract

Formatted: Right: 3.81", Width: 11", Height: 17"

Divorce is an experience that unfortunately affects a large number of early childhood and elementary students. An intervention was conducted with ten children, three days a week, three hours each day for one month, with the target population of three years of age. Each child had an individualized behavioral plan (IBP), listing goals that each student should accomplish by the end of one-month intervention. A token system, which is a system of behavior modification through positive reinforcement, will be provided for all students. The intervention helped these children experiencing divorce make progress with their separation anxiety; attain a reduction in their targeted disruptive behaviors; and generally have a more successful classroom experience.

Comment [El Samuel1]: A few quick points before I start:

1. I deleted all of the previous comments so that all comments are now news ones. Sometimes I could actually delete the old comments, but sometimes they were left in but just exed out. Sorry, I'm not sure why, and don't know how to change this.
2. I'm sure I'll make revisions to text that I didn't before. (i.e., revise text now that you didn't change from last time). This can start to look like I'm being capricious; I'm sorry, it's just the nature of editing to find new changes to make in old text and even reject past changes.
3. Like last time, instead of making the same sort of change throughout, I'll mention it early on (when I first see it) and ask you to simply make this sort of change throughout.

Deleted: many

Deleted: face

Deleted: on

Comment [El Samuel2]: Throughout, please change to past tense except for timeless statements (like the ones about token systems that closely follows).

Deleted: s

Comment [El Samuel3]: This sentence isn't bad, it just doesn't add so much to the abstract (it could instead be discussed in the intro).

Deleted: A token system is a great way to track the behavior changes of the students.

Deleted: overall

Deleted: expectation

Deleted: outcome is

Deleted: for

Deleted: to

Deleted: d

Deleted: k

Deleted: and

Deleted: to

Deleted: ve

Deleted: d

Deleted: experience in the

Comment [El Samuel4]: These first two sentences both have the feel of topic sentences; please split this into two paragraphs or otherwise modify this.

Deleted: T

Deleted: on

Deleted: it a

Deleted: faced by

Comment [El Samuel5]: This also could be the start of a new paragraph.

Comment [El Samuel6]: Is it really to educate them about it? Isn't it more modifying their behavior and helping reduce anxiety/stress?

Comment [El Samuel7]: Do please try to make a bit better transition between this and the previous paragraph.

Deleted:

Deleted:

Keywords: Children, divorce, token system, separation anxiety, IBP (individualized behavioral plan)

Introduction and Literature Review

Divorce affects a large number of children today. Parents play a vital role in their child's development. One of their roles in their child's lives is that of a role model. They must also provide emotional support and assistance throughout their child's lives. (Kelly & Emery, 2003) Divorce can strain parents' abilities to fill these responsibilities is an additional stress added to their lives and can present several challenges for optimal functioning among those affected: the children, parents, and even teachers. Teachers need to create strategies and lesson plans in which children can strive and get through hard times. My goal is to educate my students to overcome the adversity of divorce.

Comment [El Samuel6]: Is it really to educate them about it? Isn't it more modifying their behavior and helping reduce anxiety/stress?

Comment [El Samuel7]: Do please try to make a bit better transition between this and the previous paragraph.

Deleted:

Deleted:

An intervention will be conducted on ten three-year-old children, three days a week for three hours each day. The general goal was for all students, especially those experiencing divorce, to have a successful experience in the classroom. To assess whether this is happening, I will track specific aspects of each child's behavior and measure the progress of those targeted behaviors over one month.

Deleted: a

Deleted: period

Deleted: The outcome I hope to achieve is for all students, especially the children experiencing divorce, to have a successful experience in the classroom.

Deleted: A

At the core of the intervention is a token system, which is a system of behavior

EFFECTS OF DIVORCE ON CHILDREN IN THE CLASSROOM

Deleted: Running head: EFFECTS OF DIVORCE ON CHILDREN IN THE CLASSROOM

modification through positive reinforcement. A token system is a great way to track the behavior changes of the students. These types of data are readily accessible, do not require additional data-collecting procedures and are likely to be seen being applied within a school system (Riley-Tillman & Chafouleas, 2003). According to Riley-Tillman and Chafouleas, a token system works well because it collects data by utilizing significant opportunities to allow for teachers to "reinvent the wheel". It gives the child a reason to do better without even realizing the progress made over a period of time. Each week, I will give the children a different token for good behavior. The first week, the children will get stickers. Gradually the token will get bigger and better over a month span. The last week of my intervention, I will give each child a mini book pertaining specifically to each individual's interest. Throughout the month, I will observe closely the four students who are affected by divorce.

Comment [El Samuel8]: Really just changing it to an active voice.

Deleted: , will be provided for all students

Comment [El Samuel9]: For no good reason, the word "data" is plural

Deleted: i

Deleted: ese d

Deleted: is

Deleted: es

Deleted: is

Comment [El Samuel10]: Nice use of a citation

Deleted: to the study conducted by

Comment [El Samuel11]: It's a nit picky, but the convention is to use an ampersand within the parentheses, but "and" in the text itself.

Deleted: &

Comment [El Samuel12]: The rest of this paragraph would be better placed in the Procedure section. Instead maybe discuss the further advantages of using a token system with such young children.

Deleted: am

Deleted: ing

I will create an Individualized Behavioral Plan (IBP) for each student, listing goals that each child should accomplish by the end of my intervention. It is important that the plan created for each student meets his or her individual needs and assists the children dealing with divorce to control their separation anxiety and disruptive behaviors. Since the target population is only three years old, I have to set small goals that are obtainable based on their age. The literature supports that through a token economy an accessible data collection will be obtained.

Deleted: will

Comment [El Samuel13]: Instead of just saying that the literature does this, please cite where it says this.

Comment [El Samuel14]: This section would go better near the top of your intro, when you discuss the effects of divorce on children.

Comment [El Samuel15]: Just give the last name in the text.

Deleted: (

Deleted: E.

Deleted: behavirs

Deleted: percentages

Deleted: nirmal

Deleted: y

Deleted: s

Deleted: by

Deleted: divorced

Deleted: were

Comment [El Samuel16]: Much better!

Deleted: divorce

Deleted: behavior problems and need for professional assistance ranged higher then

Comment [El Samuel17]: So, you see, just being a little more "stingy" with how many words I use. Generally, this form of writing tries to be succinct.

Deleted: (

Deleted: D.

Deleted: A.

Deleted:

Deleted: provide a

Deleted: y

Deleted: that focus on

Comment [El Samuel18]: Again, just trying to be more terse

Comment [El Samuel19]: I'm not sure my choice is better.

Deleted: in their research

Deleted: having

Comment [El Samuel20]: Remember, for no good reason, "data" is plural.

Deleted: is

Deleted: it

Deleted: s

Comment [El Samuel21]: Excellent observation

Hetherington (1993) supports how divorce affects children focusing on behavioral problems. Hetherington reports that 90% of boys and girls in mother/father families were diagnosed to be within the normal range of behaviors for their age, while 10% had serious problems that required professional help. The statistics of mother/father families are surprising when comparing to the percentages for divorced families. The percent of children from divorced families that are within the normal range of behaviors decreased drastically, with only 74% of the boys and 66% of the girls from divorced families within the normal range, while 26% of the boys and 34% of the girls' behaviors diagnosed as being in the problematic range. It is interesting that Hetherington found girls to be more strongly affected by divorce than boys.

Morrison and Cherlin (1995) studied the consequences of divorce on the child's behavior problems and academic achievement using the National Longitudinal Survey of Youth: Child Supplement data. They found that boys are at a higher risk of displaying disruption problems in school. This data are different than the data collected from Hetherington because they show that boys are more disruptive. A misconception of the data collected in this article that I would like to further look into is the severity of the disruptive behavior.

Morrison and Cherlin made an interesting point that it is not the actual event of the divorce; it is the multistage process of family change that is damaging to the child.

EFFECTS OF DIVORCE ON CHILDREN IN THE CLASSROOM

Deleted: Running head: EFFECTS OF DIVORCE ON CHILDREN IN THE CLASSROOM

They made the argument that the longer the experience of disruption the harder it was for the child's well-being and growth of development. Children need a nurturing, pleasant environment. The conflict and difficulties that lead up to the divorce usually occur prior to the divorce and the children have to modify their lives accordingly. Morrison and Cherlin refer to this time period as a "crisis period", which occurs two to three years after the actual divorce. Our jobs as teachers is to focus on how the child adjusts in the period of time when the child experiences dramatic changes to their every day lives.

Leon (2004) discusses separation anxiety, how the child feels very anxious when saying goodbye. She addresses the signs to look for in a child that has severe separation anxiety disorder. Leon states that toddlers have a limited ability to express

Comment [El Samuel22]: This paragraph is also great. I'm very happy to see your thoughts and further exploration of the ideas and points people bring up.

Deleted: (

Deleted: .

Deleted: K.

their feelings verbally. It is quite beneficial for an adult to help the child understand and express what he or she is feeling. According to Leon, toddlers understand that mommy

Comment [El Samuel23]: I'm being nearly redundant, but one can express things through, e.g., body language.

Deleted: extremely

is not at home but do not understand the why factor and/or the time frame. Webb (2007)

Comment [El Samuel24]: Please change to this format for citing throughout (i.e., when the author is the subject/object of a sentence only last name(s) and then the date in parentheses.)

Deleted: es

Deleted: ¶

addresses intervention strategies for a child of divorce dealing with separation anxiety. Webb talks about school-based play therapy and how this type of therapy is beneficial for young children. In her intervention she has a solution-oriented counseling for children in crisis after the play therapy. This type of intervention allows children to express their feelings both in words and through active play.

Deleted: N.

(Strohschein, 2005) describes divorce as producing vulnerability in some children and resiliency in others. This study examines the child's life both before and after the divorce. This is questionable because it would be very difficult to examine a child prior to the divorce. This is a rather lengthy and in depth process that would be a great analysis if it were more feasible. Strohschein's study concluded the main reasons for divorce is the shift of economic structures, less time for family life and spousal abuse. She states that children whose parents are divorced "dysfunctional families" are more likely to have child anxiety or depression rather than antisocial behaviors. Divorce should not be characterized by using the word dysfunctional, this gives a negative stigma to someone's family life.

Comment [El Samuel25]: Might go better before of after the Leon paragraph. Or maybe instead simply moving the Webb paragraph down more.

Deleted: L.

In some cases divorce benefits the child and actually removes them from danger and unhappiness. It is not beneficial for the child to live in an unsafe household where the parents are together versus a safe household with only one parent. The child's safety is of highest concern and in some cases children are better off not having two parents at home.

Comment [El Samuel26]: These are all nice digests of the articles. Do please try to make overall conclusions about them a bit more, too.

Comment [El Samuel27]: Please try to be a little more, well, formal in your writing her, e.g., using fewer "slangy" expressions.

Deleted: is a good thing for

(Brody, 1994) discusses how a family function affects child development. He mentions that society assumes that a parent-child living situation with one parent, have repercussions for child's development. It is not valid to state that because parents are divorced the child suffers consequences. The child has a different lifestyle that he/she has to adjust to, but in some cases this is not a negative but a positive matter.

Comment [El Samuel28]: This should also be a new paragraph. Also, do please try to make stronger connections between the paragraphs. (Practising doing so between this and the next paragraph may be a great place to start since they are very related and could use a better connection.)

Deleted: G.,

EFFECTS OF DIVORCE ON CHILDREN IN THE CLASSROOM

Deleted: Running head: EFFECTS OF DIVORCE ON CHILDREN IN THE CLASSROOM

(Kelly and Emery, 2003) made the argument that some two family households are not always nurturing and do not provide happy environments. They discussed the discriminating viewpoint of divorce by the media. Divorce is negatively perceived through the media which Kelly and Emery stress should not be viewed this way. Sometimes divorce is necessary and actually helps the children get away from negative environments. The stressors of the divorce process were also looked at closely. They found that the factors varied from child to child, family to family and over time. Kelly and Emery discuss their intervention on divorce education by implementing programs that focus on known risk factors for children and assist parents to demonstrate more nurturing behaviors to enhance children's longer-term adjustment to the divorce.

Deleted: . J.
Deleted: . R.

(Guidubaldi and Cleminshaw, 1985) took a rather different approach by focusing on the child's physical health rather than on mental health issues. They examined the stressful environmental conditions and the individual's ability to adapt to divorce, which they classify as the onset of a disease. This is remarkable because I have never thought of divorce actually making a child physically ill. They explain that when a child gives up hope they can physically deteriorate. It is awful that a child could be so devastated from a divorce that they make themselves physically ill. This is when my intervention can be conducted. The child needs to discuss his/her feelings and understand that the child is not to be blamed.

Deleted: i, J.
Deleted: . H.

The main strategies that have been used to address the problems of divorce for young children are play therapy, counseling for both children and parents and read alouds. (Mo, 2007) talks about divorce culture and the use of literature as a way of easing the process of divorce for young children. I think it is interesting to use literature as a way of coping with the loss of a parent. Developmentally it is difficult for children

Comment [El Samuel29]: Again, please try to bring these ideas together into "big picture" inferences about the effects of divorce on health, stress, etc. Maybe have a paragraph here that sums up what these all say.

to have cognitive control of the complexities of divorce (Mo). Young children's vocabulary is at the beginning of developing, so picture books act as a powerful intervention for the students to express themselves.

Deleted: W.,

The work of these authors argue that a child's individual needs must be addressed in order for him/her to manage his/her own behavior. Each child deals with the divorce of his/her parents differently, hence the reason why individual goals need to be made. It is seen throughout the literature that students react differently to divorce, so we need to focus on the coping mechanisms to help our students.

Comment [El Samuel30]: Yeah, when you make a point and then need to support it with a citation, this is the correct way to do it. Well done.

Deleted: . 2007

Comment [El Samuel31]: Good intro. Simply add a bit more summarization and you're set.

Deleted: roughout the studies I have researched on children dealing with divorce, it is evident

Deleted: set

Deleted: a child

Deleted: their

Comment [El Samuel32]: Yeah, I don't really think that "his/her" is better, but unfortunately "their" is not correct for this style.

Deleted: their

Comment [El Samuel33]: Not bad. The last sentence and the beginning of the first are kinda the same, so please try to rework the order of the thoughts here. Otherwise, this is a god summary.

The Intervention

Aim:

Deleted: ¶
¶
¶
¶
¶
¶
¶
¶

Deleted: ¶
Deleted:

EFFECTS OF DIVORCE ON CHILDREN IN THE CLASSROOM

Deleted: Running head: EFFECTS OF DIVORCE ON CHILDREN IN THE CLASSROOM

Students dealing with divorce will be able to succeed in the classroom emotionally, socially and mentally.

Objectives:

- To learn about the different types of families.
- The child is able to understand and talk about his/her own feelings.
- The child understands the perspective of others and realizes that their feelings may be different from his/her own feelings.
- The child is able to establish relationships with adults and maintains an ongoing friendship with at least one other child.
- The child is able to engage in and stay with an activity for a reasonable amount of time with minimal adult support.

Deleted: y

Comment [El Samuel34]: Might a bit hard to measure objectively unless you have pre-arranged situations (groups) set up for them to try to enter

Deleted: ¶
The child is able to enter a group successfully.

Cognitive:

- Students will be able to identify what they are feeling.

Affective domain:

- Students will be able to work together with at least one other student.
- Students will be able to help clean up in the classroom.

Comment [El Samuel35]: Are these for all of the students experiencing divorce? Maybe somehow indicate that these goals for each student constitute a sub-set of these overall goals?

Psychomotor:

- Students will be able to record their behavior charts.
- Students will be able to pedal on a bicycle.
- Students will be able to utilize manipulatives, different types of dramatic play and block area.

Outcomes:

- The child is able to sit for circle time.
- The child is able to work with another child during free play.
- The child is able to communicate what he or she is feeling.
- The child is able to share at the playground.
- The child is able to self-evaluate (meta cognition)

Comment [El Samuel36]: These are excellent, Jessica. There are a lot, though, so we'll see next semester if we need to trim these down to a somewhat smaller number of objectives. But, for now, this is great and shows—again—considerable reflection and understanding.

Deleted: o

Participants: Ten three-year-old students in a small nursery school participated in this

intervention; children came from middle class families. There is one head teacher and two assistant teachers in the classroom. Since each child has someone drop them off and pick them up, I am able to talk directly with each caretaker and obtain information about

their child(ren)'s background, their home environment, and their on-going behavior.

Comment [El Samuel37]: Or something like that.

Deleted: get direct contact and information from the caregiver

Deleted:

Pre-Assessment: Information cards on each child, stating information about parents, siblings and allergies.

Procedure: Coached Practice

Comment [El Samuel38]: Please give a bit moer information.

Mini Lesson:

Introduction: (5 minutes)

I will introduce the topic by asking the children, "What did you do over the weekend?"

“Did you go with Mommy and Daddy or just Mommy?” As the children respond, I will get a sense of who the children are in contact with the most. This will be open for discussion, allowing students to verbalize their feelings.

Motivational Activity: (7 minutes)

I will do a read aloud of “Its Not Your Fault, Koko Bear” by Vicki Lansky

The following 3 Key Questions will be asked to the students.

Key Question: What do you see on the cover of this book?

Key Question: What does your family look like?

Key Question: Does Mommy and Daddy work?

Lesson Development: (45 minutes)

Assess prior knowledge: Did you like the book?

I will be asking the students these questions in a whole class discussion.

Key Question: Who was your favorite character?

Key Question: How was Koko feeling? How was Mommy feeling? How was Daddy feeling? (to get the children used to expressing and understanding feelings)

Free Play:

I will allow the children to go to a station they are most interested in.

The students will have the choice to go to the art table, rice table, book area, dramatic play area or the manipulative/block area. They will be encouraged to go to at least 2 of the stations.

Art Table: Art supplies where the children can create finger puppets.

Also, at the easel have paint brushes and water colors.

Rice Table: Children can sort and pile rice, familiarize themselves with textures.

Dramatic Play Area: Children can act out through imaginative play/role play. In this area, dress up clothes, couches, kitchen with food manipulatives and babies are set up.

Book Area: Classroom library is located here. There are always at least 2 books per child. This area is constantly changed; according to class interests, time of year and seasons.

Manipulative Area/Block Area: In this area there is a shelf that has puzzles, blocks, strings/beads, trucks and mini people.

Playground: (30 minutes)

The students have balls, bicycles, a large sand area and cars available for them.

Wash hands/Snack Time: (20 minutes)

Circle Time: (15 minutes)

We sing the Family song. (Sung to 10 Little Indians)

Some have fathers,

Some have mothers,

Some have sisters,

Some have brothers.

In some houses,

There are others.

Every family's special

Comment [El Samuel39]: This is very cute. Did you get it somewhere or is this your own?

[Unknown Song Writer](#)

Read aloud, "Mama and Daddy Bear's Divorce" by Cornelia Maude Spelman

Assessments:

The behavior chart

Participate in two or more of the stations

Goals/Rewards by Week:

Week 1: 2 minutes to sit at circle time, go to at least one station

Reward: sticker

Week 2: 2 ½ minutes to sit at circle time, go to at least two stations, throwing away their garbage at snack time

Reward: stamp and a sticker of their choice

Week 3: 3 minutes to sit at circle time, go to at least two stations but trying out a new station, throwing away their garbage at snack time and sharing their toys on the playground

Reward: pencil and a stamp of their choice

Week 4: to sit for the majority of circle time, go to at three stations but trying out a new station, throwing away their garbage at snack time and sharing their toys on the playground and during free play

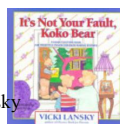
Reward: book according to child's individual interest and sticker of their choice

Materials:

10 Behavior charts

10 IBP's

"It's Not Your Fault, Koko Bear" by Vicki Lansky



EFFECTS OF DIVORCE ON CHILDREN IN THE CLASSROOM

Deleted: Running head: EFFECTS OF DIVORCE ON CHILDREN IN THE CLASSROOM

“Mama and Daddy Bear’s Divorce” by Cornelia Maude Spelman

Success of the intervention would look like

Child-centered programs, to assist in helping to relieve the negative feelings

Positive support system

Child needs to communicate issues, problems, questions relating to the divorce.




The child realizes that he/she is not to blame. The child needs to understand that daddy/mommy loves them very much.

Child needs to adjust to the situation Behavior Chart: Example

Deleted: ¶ Handouts: (see below)



Daily Behavior Plan

<u>Days</u>	<u>Monday</u>		<u>Wednesday</u>		<u>Friday</u>
<u>Keep Hands to Yourself</u>					
<u>Sharing</u>					
<u>Sit for Circle Time</u>					

Comment [El Samuel40]: So, will they fill in specific words here? I.e., pre-determined words? I’m not sure your assessments are going to be enough to assess your objectives, but—again—we can address this more next semester.

Classroom Reward Chart

_____’s Da		
Month: _____		
Monday	Tuesday	W
I ended on ○	I ended on ○	I end
I feel _____	I feel _____	I fee
Monday	Tuesday	W
I ended on ○	I ended on ○	I end
I feel _____	I feel _____	I fee
Monday	Tuesday	W
I ended on ○	I ended on ○	I end
I feel _____	I feel _____	I fee
Monday	Tuesday	W
I ended on ○	I ended on ○	I end
I feel _____	I feel _____	I fee

Deleted: Deleted: s (will be modified)



Results

Demographics/Participants: Ten three-year-old students in a small nursery school;

children come from middle class families. Four of the ten children are dealing with divorce. There is one head teacher and two assistant teachers in the classroom.

Assessment of Outcomes:

During week one, every child except for Rosie sat for at least two minutes for circle time and went to at least one station. Rosie did not sit for circle time and decided to sit at the table instead of interacting with her classmates. Once the entire class received a sticker, Rosie kicked and screamed because she wanted a sticker too. Hence during week two, Rosie sat for 2 ½ minutes at circle time and went to Drama station and Manipulative station. She also threw away her garbage at snack time, so she was rewarded with a Dora stamp and sticker. Rosie received a reward every time except for week one.

During week three, all students sat for three minutes at circle time, went to at least two stations; trying out a new station, threw away their garbage at snack time and were sharing their toys on the playground. All students were rewarded with a pencil and a stamp of their choice. I read books about divorce aloud at circle time.

During week four, all students except for Salvatore sat for the majority of circle time (i.e., X minutes), went to at least three stations; trying out a new station, threw away their garbage at snack time and shared their toys on the playground and during free play. The children were rewarded with a book according to the child's individual interest and sticker of their choice. Salvatore did not get a reward because he had a tantrum at snack time. He threw his food on the floor and refused to pick it up. Salvatore was asked to please not act that way. He continued to grow angrier, screaming, throwing himself on the floors. He kept shouting, "No, I do not want to, I hate you, do not tell me what to do."

All the students were able to sit for circle time and work with another child during free play by the end of my one-month intervention. Salvatore,

Comment [El Samuel41]: O.K., you can have this either in the Procedure or here, but both aren't necessary. Maybe instead give the pseudonyms for the students experiencing divorce and a bit more about them and their lives.

Comment [El Samuel42]: Mention the figure that gives their behaviors over the weeks.

Comment [El Samuel43]: pseudonyms, right? Please put their names in scare quotes the first time (or parenthetically note they're pseudonyms). Also make it clear that these are the students who are experiencing divorce.

Comment [El Samuel44]: Did you do anything to explain it to her, etc.? Whether or not you did seems important for replicating this/explaining the underlying causes (i.e., is it you changing them or them kinda changing themselves.)

Deleted: Dora

Deleted: , books on divorce

EFFECTS OF DIVORCE ON CHILDREN IN THE CLASSROOM

Deleted: Running head: EFFECTS OF DIVORCE ON CHILDREN IN THE CLASSROOM

Samantha and Rosie were all able to communicate what he or she was feeling in regards to the divorce each week. While Sophia, only could communicate about the divorce a few number of times. The rewards and books that were used helped the children meet the outcomes of the intervention.

Comment [El Samuel45]: This is excellent! Very clearly and objectively stated.

The children were not all able to self-evaluate. Rosie and Sophia used meta-cognition as a way of expressing themselves. For example, Sophia said that she was sad that "daddy had to take care of us, that used to be mommy's job. Mommy just left us, for no reason". Samantha and Salvatore were not quite at that higher level of understanding yet. It seemed as if they did not know why they were feeling a certain way.

The results of my intervention were that the behaviors of all four students dealing with divorce improved. The student who had the hardest time with the divorce, Sophia, improved the most. By the end of intervention, Sophia did not have tantrums when her babysitter dropped her off. Salvatore did not have as many incidents, his aggressive behaviors decreased drastically by the end of the intervention.

Comment [El Samuel46]: This could be a bit more objective and detailed.

Comment [El Samuel47]: These are excellent, Jessica. There are a lot, though, so we'll see next semester if we need to trim these down to a somewhat smaller number of objectives. But, for now, this is great and shows—again—considerable reflection and understanding.

Deleted: behavior

Deleted: , Sophia,

Deleted: .

Deleted: Rosie
Samantha

I created an Individual Behavioral Plan for all students. I had individual clear, simple goals for each student. The IBP's are an easy way of assessing each individual student's progress in behavior.

Comment [El Samuel48]: Hm, it would be good to compare how much the students experiencing divorce improved versus the "control" students, but we don't do that, so don't mention that here.

Deleted: The five children who were not dealing with divorce acted as my constant variables.

Comment [El Samuel49]: After removing that one sentence, this paragraph would be better placed in the procedure (or just deleted).

Discussion

All four students experiencing divorce made progress, with their separation anxiety and disruptive behavior. All four students had successful experiences in the classroom. My main objective for the intervention was effective. Every child in the classroom improved and behaved well by the end of my intervention. The individual daily behavior charts, IBP's, books on divorce, and the token system combined together, worked well.

Comment [El Samuel50]: Good summary.

I believe my intervention was successful because I had direct contact with parents or babysitters, so I was able to know what was going on day-to-day in the child's lives. The children dealing with divorce had positive support from at least one parent. Salvatore never knew a home where both parents were present. His parents divorced when he was only six months. Morrison and Cherlin (1995) refer to this time period as a "crisis period", which occurs two to three years after the actual divorce. In this particular instance, Salvatore did not have to adjust because there were no dramatic changes to his every day life. Salvatore had aggressive behaviors; he did not get the discipline he needed at home. He seems to get what he wants, when he wants it. Salvatore learned that how he behaves at home is not acceptable at school.

Comment [El Samuel51]: Did you do this with the children not going through a divorce as well? I.e., was the stronger improvement among the children experiencing divorce because of this?

Comment [El Samuel52]: It's a bit subjective when to give the date, but do please give them again when you cite them for the first time in the discussion.

Sophia's IBP consisted of several mini goals. Goal 1, Sophia will communicate with other students. Sophia had a very hard time communicating with anyone in the classroom. She would cling to my leg and not leave it the entire time. According to Leon, Sophia displayed signs of severe separation anxiety. Sophia needed to feel safe in her environment and became overwhelmed easily by new experiences. As a coping

Comment [El Samuel53]: This is very good. Do please also talk about token systems a bit more again, and how your results further support their effectiveness.

Deleted: individualized Behavior Plan

Deleted: possess

Deleted: the

EFFECTS OF DIVORCE ON CHILDREN IN THE CLASSROOM

Deleted: Running head: EFFECTS OF DIVORCE ON CHILDREN IN THE CLASSROOM

mechanism, she walked around with some item from home. This was a way of getting Sophia to feel a connection between home and school.

Goal 2. Sophia will play in the sand table. She did not enjoy anything that required her to get her hands dirty. This was a hard goal for Sophia to meet. By giving her a token after she did the specific task, after two weeks she went to the rice table without being asked. Sophia did well with school-based play therapy. The interaction with other children and with adults other than her parents or babysitter was a great strategy for Sophia.

According to Hetherington, it was prevalent children from divorced families were within the normal range of behaviors. The other students in the class had similar behavior problems, but the children dealing with divorce just showed the behavior intensified. I did find that the girls were more strongly affected by divorce than boys. I realize that the ratio of boys to girls was 3:1, but it seemed as if Salvatore and the girls handled their feelings completely differently. Salvatore had aggressive behavior issues, while Sophia, Rosie and Samantha internalized their pain.

Comment [El Samuel54]: I'm sorry, I don't understand this sentence.

Deleted: ere

I observed that each child communicated his or her issue at least once. Rosie told the other teacher in the classroom, she was not happy because mommy was going on vacation. Rosie also said that she was sad, that mommy and daddy do not live in the same house anymore. According to Webb, Rosie was aware that daddy is not at home but does not understand the why factor and/or time frame.

Comment [El Samuel55]: Yeah, it's a small sample, but nonetheless do talk a bit more about how their behaviors do or don't typify what others found about male-female differences. (Not a lot, but do a bit)

I feel that the children had the hardest time realizing that he/she was not to blame. This is a hard concept for a three-year old to comprehend. It is for the most part, outside of the child's world. I think that the children understood that daddy and mommy loves them very much. All four students, on several occasions stated that mommy and daddy love them.

Comment [El Samuel56]: These are great. I'm very impressed with how you tie your observations together with the scholarship you've learned in researching this.

Comment [El Samuel57]: Why do you feel this way? I.e., what observations/conclusions make you feel this way?

It was very important for each student to test all of the stations in the classroom. Sometimes children need to be encouraged to try new things. It was clear that most children enjoyed the art table. The art table had different art supplies set up each day, where the children could create a variety of art projects to send home with them. Also, there was an easel with paintbrushes and watercolors or Cray pods. There were two students who refused to ever participate at the art table until the end of my intervention.

Comment [El Samuel58]: Again please say why this is so.

Deleted: , test the waters

Rosie and Salvatore acted out how they were feeling through imaginative play/role play in the dramatic play area. In this area, Rosie and Salvatore dressed up and sat at the table. They pretended that Salvatore was daddy and Rosie was mommy. I saw Rosie sit on the couch and say to Salvatore "Please sit down and watch tv with me." This was a different way of seeing how the children were dealing with the divorce.

Comment [El Samuel59]: Again, very good.

The classroom library played an important role in Samantha's grieving process.

EFFECTS OF DIVORCE ON CHILDREN IN THE CLASSROOM

Deleted: Running head: EFFECTS OF DIVORCE ON CHILDREN IN THE CLASSROOM

She would go to the bookshelves, pick her favorite book and hold onto it the entire school day. Samantha brought the book to the playground with her and would leave it on the bench. This acted as Samantha's safety blanket.

The students learned that at the playground they must share balls, bicycles, and cars. The children learned to implement, while certain areas of the playground were occupied to go somewhere else. The students learned immediately that washing hands and cleaning up their mess at snack time were rules that every child in the class needed to follow.

Comment [El Samuel60]: Here and elsewhere, maybe it would be good to talk about how the students experiencing divorce did or didn't differ from the other students in how they acted initially and after the intervention.

Sophia had the hardest time adjusting to school because of her particular situation. Her mother left her and her siblings. The dad works downtown and now has to raise his three children on his own. Sophia had severe separation anxiety issues. She would throw tantrums for a good ten minutes, when her babysitter dropped her off. Sophia did not socialize with the other children.

From lesson one to lesson twelve, Sophia's behavior improved drastically. Her father even wrote me a beautiful note about thanking me on how well she was adjusting. Sophia needed routine and structure. I asked her babysitter to make sure every day that she had a special surprise waiting, when she came to pick Sophia up from school. Sophia looked forward to it and made her realize that her babysitter was coming back for her. She had a fear of being left alone. It was a challenge to get Sophia away from her tantrums. We allowed Sophia to bring a book or stuffed animal to school, this acted as her safety blanket. This worked for her and I would give her a reward after this progressive behavior.

Comment [El Samuel61]: : D

Deleted: had

Deleted: , when she came to pick Sophia up from school,

The books that I brought in about divorce really helped the children. They seemed engaged on the carpet and answered questions thoroughly. Books on divorce help children realize that they are not alone and families are all different. For example, the book *Mama and Daddy Bear's Divorce* demonstrated ways children can better cope with divorce and how feeling sad and frightened is a part of the coping process.

Comment [El Samuel62]: Good! You supported your conclusion well.

Deleted: allowed the

Deleted: to understand ways of

Deleted: ing

Salvatore had an aggressive approach to dealing with the divorce. He is not affected by the actual divorce, but he is affected by the way his parents allow him to act. They buy him whatever he wants and this effects how he behaves in school. He talks back, says "No" a lot and uses his hands to solve his problems. He does not get the concept of sharing.

Comment [El Samuel63]: Take this a bit further. Since he didn't seem to be experiencing anxiety, did this change how he reacted to the intervention?

During week one, the students were just getting used to the token system. During week two, I started to see a slight change in their overall behavior. Three out of the four students received a reward. The behavior problem of the student that did not get a reward consisted of not sharing and pulling manipulatives out of another child's hand. During week three all students received a reward and were getting used to the system. During week four, the goal was for the children to sit for the majority of circle time, go to at three stations but trying out a new station, throwing away their garbage at snack

EFFECTS OF DIVORCE ON CHILDREN IN THE CLASSROOM

Deleted: Running head: EFFECTS OF DIVORCE ON CHILDREN IN THE CLASSROOM

time and sharing their toys on the playground and during free play. Salvatore did not get a reward because he had a temper tantrum and threw his garbage on the floor. Salvatore learned that he does not behave that way and get what he wants.

The token system allowed the children's behaviors to be modified through positive reinforcement. It worked well because it gave the children a reason to do better without even realizing the progress made over a period of time. Once the child earned a reward for engaging in desirable behaviors and/or refraining from or decreasing certain undesirable behaviors, the child gained a better understanding of what was expected of them.

Comment [El Samuel64]: Good, but do please tie this in better with the paragraph right above (and the idas in it).

Deleted: series of lessons done with the children using a

Deleted: .

Deleted: a system of behavior

Deleted: modification

Deleted: It was a great way to track the behavior changes of the students.

Deleted: deeper

The token system was also a great way to track the behavior changes of the students. The behavior charts worked for the students as well. It is important for students to know what is expected of them and what they need to do in order to get a reward. The behavior plans emphasized listening, following directions and sharing.

Comment [El Samuel65]: Please explain why this is a better way of teaching them what is expected of them than, say, lecturing or punishing them.

I think that this intervention would work well for children up to age eight. I think early elementary grades would do well with a token economy. Modifications would need to be made, according to personal interests of individual students. I also think that a teacher needs to really know their students, so they can plan accordingly.

Comment [El Samuel66]: Yeah, this is enough. I think stating it quickly here is sufficient since you've gone into good detail above.

In conclusion Sophia improved the most. Sophia can now enter the classroom. She knows that her babysitter is coming to pick her up. Every child adjusted to the routines of school. The token system worked very well on this set of students. The children enjoyed the large visual token system set up in front of the classroom. They learned to try new stations, share, follow directions and express how they were feeling.

Comment [El Samuel67]: Do please go more into why you think she improved the most and—more importantly here—what this has to say about working with other children in these situations.

My predictions were fairly accurate. Some children need positive reinforcement and rewards to motivate them to try new things. It seemed as if the girls had a harder time dealing with separation anxiety issues. Salvatore had more of a defiant behavior. I think the use of a visual in the class was a good way to get the students to see how they were behaving and what their reward each week would be.

Limitations

One major limitation of my intervention was the number of students dealing with divorce. It was comprised of only three girls and one boy. I would have liked to see how other boys coping with divorce behaved. The comparison of boys to girls, I think would have been very interesting. Since my study was very small, it was limiting.

Deleted: a 3:1 ratio of

Deleted: to

Deleted: s

Also time was a limitation. It would have been beneficial to continue with the intervention until the end of the year. I did a lesson three times a week for one month, doing more lessons would further continue growth in the students behavior.

Another major limitation was counseling. I think that if there were professionals available at the school, it would help immensely. These students needed a one-to-one venting session. The student's age was another limitation because it is hard for these children to verbally express how and what they were feeling. I think counseling would have benefited these children, through the process of managing their feelings towards

EFFECTS OF DIVORCE ON CHILDREN IN THE CLASSROOM

Deleted: Running head: EFFECTS OF DIVORCE ON CHILDREN IN THE CLASSROOM

the divorce.

Comment [El Samuel68]: Yeah, these are good limitations. Well done!!! : D

References

Brody, G. (1994) Family processes and child and adolescent development. *Family Relations*, 43(4), 359.

Deleted: P

Deleted: C

Deleted: A

Deleted: D

Comment [El Samuel69]: Ditto for the other references.

Guidubaldi, J. & Cleminshaw, H. (1985) Divorce, Family Health, and Child Adjustment and children's academic performance. *Family Relations*, 34(1), 35-41

Hetherington, E. & Stanley-Hagan, M. Divorce and Children. (1999). The Adjustment of Children with Divorced Parents: A Risk and Resiliency Perspective. *Journal of Child Psychology and Psychiatry*, 40 (1), 129-140

Kelly, J. & Emery, R. (2003) Children's Adjustment following Divorce: Risk and resilience perspectives. *Family Relations*, 52, 352-362.

Leon, K. (2004). Helping Infants and Toddlers Adjust to Divorce. *Human Development and Family Studies*, 52(3), 258-270.

Mo, W. (2007). The Divorce Culture and Picture Books for Young Children. *International Journal of Early Childhood*, 39, 23-35.

Morrison, D., & Cherlin, A. (1995). "The divorce process and young children's well-being: A prospective analysis." *Journal of Marriage and the Family*, 57, 800-812

Pedro-Carroll, J. L., & Cowen, E. L. (1985). The children of divorce intervention program: An investigation of the efficacy of a school-based prevention program. *Journal of Consulting and Clinical Psychology*, 53(5), 603-611. doi:10.1037/0022-006X.53.5.603

Riley-Tillman & Chafouleas S. (2003). Selecting the Right Tool for the Job: A Review of Behavior Monitoring Tools Used to Assess Student Response to Intervention. *The California School Psychologist*, 10, 81-91.

Strohschein, L. (2005). Parental Divorce and Child Mental Health Trajectories. *Journal of Marriage and Family*, 67(5), 1286-1300.

Webb, N. (2007). Play Therapy with Children in Crisis: Individual, Group, and Family Treatment. *Guilford Publications*, 494.

Appendices: Ten Individual Behavioral Plans

Rosie IBP:

Rosie will walk into the classroom without having a tantrum.

Rosie will sit for circle time.

Rosie will work together with at least one other student.

Rosie will participate in extracurricular activities, Nature, Musical Munchkins and Super

Soccer.

Salvatore IBP:

Samantha will sit for circle time.

Samantha will participate in Musical Munchkins.

Samantha will use one petting finger to touch the animal when we have nature.

Salvatore IBP:

Salvatore will enter the classroom without talking back and screaming at teachers and father.

Salvatore will only eat what is on his napkin.

Salvatore will sit for circle time on the rug.

Salvatore will do an art project.

Salvatore will put his jacket and backpack into his cubby.

Sophia IBP:

Sophia will communicate with other students.

Sophia will play in the sand table.

Sophia will put hands into paint.

Sophia will share the props in the drama section of the classroom with her other classmates.

Sophia will use the bicycle that is given to her.

Makayla IBP:

Makayla will share at the playground.

Makayla will throw away her garbage at snack time.

Gracie IBP:

Gracie will sit for circle time.

Gracie will eat at snack time.

Brandon IBP:

Brandon will try the dramatic play area.

Brandon will not knock down another child's block building.

Caden IBP:

Caden will wash hands in the sink by himself.

Caden will throw away his garbage at snack time.

Rori IBP:

Rori will share at the rice table.

Rori will not grab a book out of another child's hand.

Luke IBP:

Luke will play in the sand area outside in the playground.

Luke will try creating an art project to bring home.

Tables

Table 1

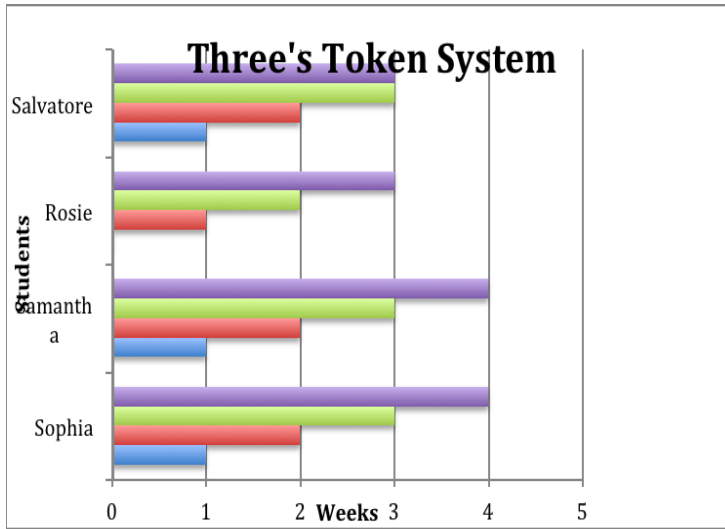


Table 2

<u>Students</u>	<u>Quotes</u>
<u>Sophia</u>	<p><u>"Mommy loves me. She just does not love daddy anymore."</u></p> <p><u>"Daddy cried sometimes."</u></p> <p><u>"Mommy has an apartment now, at mommy's I have Lucky Charms but not at daddy's."</u></p>
<u>Rosie</u>	<p><u>"I love mommy. I love daddy. They just are mad at each other."</u></p> <p><u>"Daddy has a new friend, they took me to Chucky Cheese and we had fun."</u></p> <p><u>"Mommy has to work that is why we have a nanny."</u></p>
<u>Salvatore</u>	<p><u>"No, I do not have to throw away my garbage, you do it."</u></p> <p><u>"I do not want string cheese, give me goldfish."</u></p> <p><u>"I hate daddy. He is mean. He did not make me pancakes, I had a bagel."</u></p> <p><u>"Mommy always brings me home a chocolate sprinkles doughnut."</u></p>

EFFECTS OF DIVORCE ON CHILDREN IN THE CLASSROOM

Deleted: Running head: EFFECTS OF DIVORCE ON CHILDREN IN THE CLASSROOM

Samantha	<p><u>"I do not want to go to the playground."</u></p> <p><u>"Mama is coming to pick me up today, not dad."</u></p> <p><u>"Dad is away this weekend."</u></p>
----------	---

Token System

Comment [El Samuel70]: Very cool! I love the frogs!



Classroom Set up

Comment [El Samuel71]: Before or after the kids come in? :)

