LUNCH GROUPS
Learning Understanding Negotiating Communicating Helping

LUNCH Groups®

2010-2011 School Year
Data Analysis

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Overview

Program Description

A total of three groups serving 39 students were held between October 2010 and May 2011. Each program was targeted to meet the needs of three different age groups: 8-11 years old; 11-13 years old; and 14-17 years old. The 8-11 group met for two hours, from 4:00pm to 6:00pm (11 students completed the program, (one stopped prematurely) and included a snack while the older groups met for two and one-half hours, from 4:15pm to 6:45pm and included dinner. For the 8-11 year old group, 13 students completed the program, (two stopped prematurely); for the 14-17 year old group, 11 completed the program (two stopped prematurely).

All groups were scheduled for intermittent community activities, occurring about once every two to three months or four to six sessions. Parent meetings were held monthly and parents participated in an online home generalization program as well as email communication was encouraged to provide specific feedback.

A more complete writeup of the program model may be found at www.lunchgroups.com.

Parent Feedback Results

All families who completed the program, meaning they did not stop prematurely and their children attended a minimum of six sessions, were sent an online survey to collect feedback data (N=33). A total of 22 families completed the feedback survey. It took parents approximately 27 minutes, on average, to complete the survey; 73% reported the length was “not a problem” and 27% felt it was “slightly too long.”

Parents reported that 82% of their children generally looked forward to attending groups, 14% were mixed in their enthusiasm, and 5% complained about coming, but did so when they were prompted by their parents.

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Global Feedback Results

	Overall Program Rating (2010-11 School Year)
Excellent	**74%**
Good	22%
Fair	0%
Poor	0%
Cannot Rate	4%

Summary: The ratings above indicate that 96% of families, combined total, rated the 2010-11 School Year program as a positive experience for their children.

	Made at Least One Significant Behavior Change	Made at Least Minor Changes During the Program	Would Recommend to Another Family
Highly Agree	**30%**	**30%**	**78%**
Agree	**43%**	**57%**	**17%**
No Opinion	26%	13%	4%
Disagree	0%	0%	0%
Highly Disagree	0%	0%	0%

Summary: Results indicated that 87% of parents felt their child had made at least minor changes and 73% indicated that their children made at least one major behavior change. Examples of major changes indicated by parents are listed below:

Major Gains Reported by Parents	Child's Age
Taking responsibility with his life in general. school, home, friends.....	Age: 17
Willingness to interact with peers. In the lunch groups environment, J. really feels like part of the group and this has helped him to become less of a loner both in group and at school. The social support he gets from Dr. Gale seems to build his confidence in peer related situations.	Age: 10
He recently now has the ability & confidence to stand in line and walk up & perches ANYTHING he wants, (completely on his own!:)	Age: 14
He has confidence speaking to us and with other people. Unlike before that he would just refuse to even order in a restaurant.	Age: 13
Catching himself more, more respectful n easier to get along w at home Marked improvement in his behaviors in public	Age: 16
Ability to interact with peers and body space	Age: 15
Waiting until his turn to speak in a conversation setting.	Age: 11

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Major Gains Reported by Parents	Child's Age
J. had an issue w/ a female peer at school. The last time we had an issue w/ this peer was fall 2010. Both the school and (my husband) & I are very pleased.	Age: 16
My child is more willing to talk to people now. He seeks out company more frequently and will have long conversations with us instead of hiding from us.	Age: 15
Became more independent	Age: 16
My child seems more mature and able to deal with peers outside of group with some awareness, maturity and self-awareness.	Age: 14
My daughter is able to be a little more confident in public she is not standing directly in front of me or with in inches of me.	Age: 16
He is more independent and self-sufficient	Age: 13
Was willing to try a fruit. Now will eat Golden Delicious Apples. Will try a spoonful of smoothie when asked. Is a lot more willing to engage in conversation at home. Can complete his chores without multiple prompts. He's more talkative.	Age: 10
Less rigid in a variety of situations.	Age: 10
My child has gained maturity and independence, from doing his homework, cooking and has taken an interest in golf.	Age: 14

Review of Core Components

Parents rated their impressions of how well the main group elements were addressed. All ratings were above "4" on a 1 to 5 scale (5, highest rating), with Executive Functioning and Pragmatic Social Skills rated at an average of 4.6, Pragmatic Language Skills rated at 4.4, and Environmental Awareness rated at 4.8.

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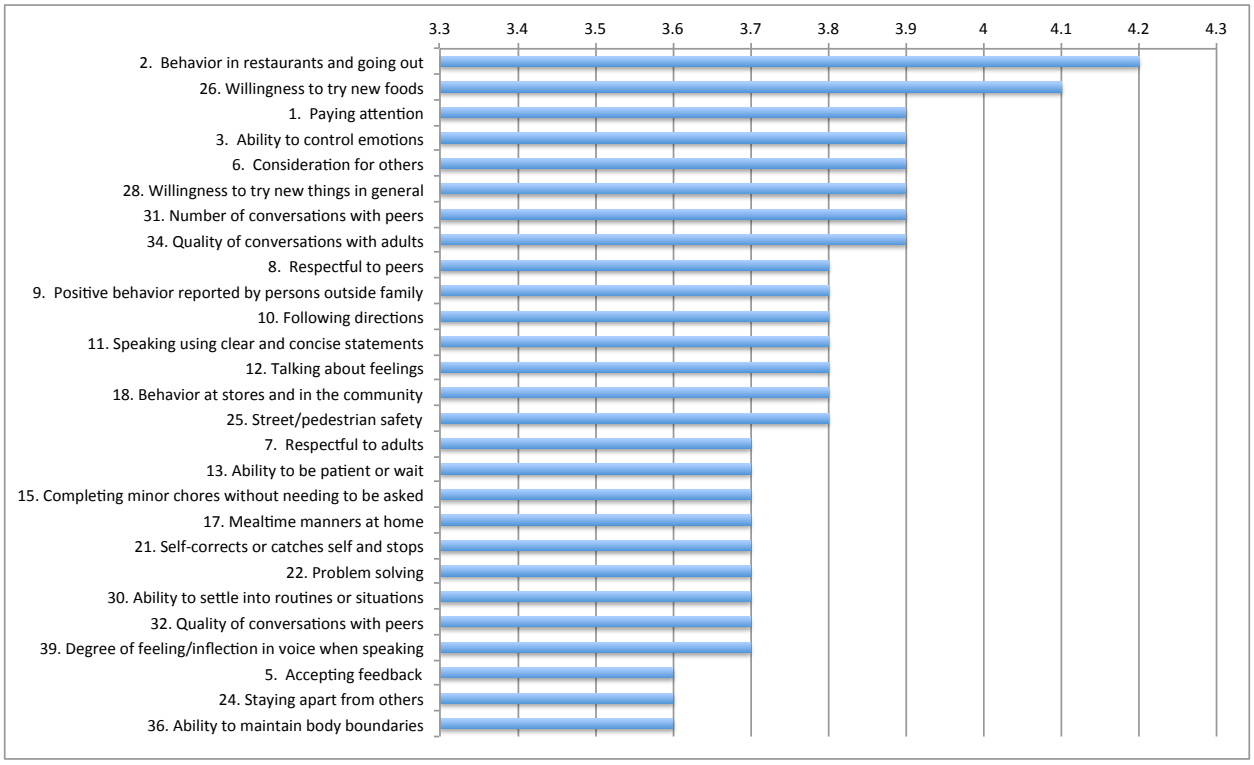
Behaviors Showing The Greatest Levels of Change

Below is a breakdown of those areas showing the greatest level of overall group progress above 3.5 based upon a 1 to 5 scale, where a rating of "5" indicated the most significant levels of progress:



Summary: Behaviors in restaurants, paying attention, controlling emotions, showing consideration for others, better conversations, being more respectful to peers and adults, talking about feelings, and behavior in stores and in the community are some of the areas that showed the most consistent progress, of those areas that were associated with overall progress.

Group Member Self-Report Ratings

Feedback surveys were given to group members of the 11-13 (N=9) and 14-17 (N=9) year old groups (some were absent the final session and two forgot to turn their surveys in). Their responses were consistently positive, yielding an overall group rating of 4.8 (Std Dev=.44) for the 11-13 program (1 to 5 scale, where "4" is "Good" and "5" is "Excellent) and 4.6 (Std Dev=.53) for the 14-17 year olds.

Group members also rated their own level of change positively, with average scores of 4.0 (Std Dev=.71) for the 11-13 year olds (where "1" was labeled "none" and "5" was labeled "a lot" and 4.4 (Std Dev=.53) for the 14-17 year olds.

Group member comments were generally positive, as shown on the next page. They focused mostly on the more obvious elements of the group, socializing, eating. It is notable that the raffle prizes are not rated as a primary reason they enjoy the program, which is considered positive.

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What did you like?	What would you change about group?	Other comments
11-13 Year Old Program		
Being with Sophie	Nothing	No, it's fine the way it is
That I liked to go out to dinner and outings.	To go more funner places and at restaurants we'll have dessert.	For more better prizes and more outings.
The most things that I like most about the lunch group is we go out and eat.	I want not change nothing.	No
Well a little	We should get a DVD set	No thanks
I liked seeing my friends	I would like to have a little more freedom	No
My favorite part about the lunch group is the friends that I'm making and the meals we're having every different Wednesday.	Nothing, I like it the way it is,	Nope.
Eat food in restaurant.		It is good.
I liked hanging out with nice kids.	I would change the prize.	I really enjoyed the whole thing.
Hanging out with new friends.	Nothing except more locations for dinner.	No.
14-17 Year Old Program		
Having conversations with certain people in the group.	Be taught on how to be more open to new people.	I am glad to have been given a chance to improve myself
Hanging out with friends.	Nothing.	N/A
All of it.	Nothing.	None.
I like the duties,	Nothing,	None.
Chili and yes.	I think group should have a heater for all that chili weather.	Chili and yes.
Meeting new people.	Getting the kids more willing to try talking to some one new.	Nope.
The outings.	Nothing.	No.
The food.		
Meeting new people every year I come.	Nothing.	Dr. Gale you are awesome

Parent Self-Report Ratings

As part of parent feedback, they rated their own behavior, summarized below. Except for improvement in sibling relationships, all areas below showed levels of improvement based upon group averages, rank ordered in order of greatest effectiveness:

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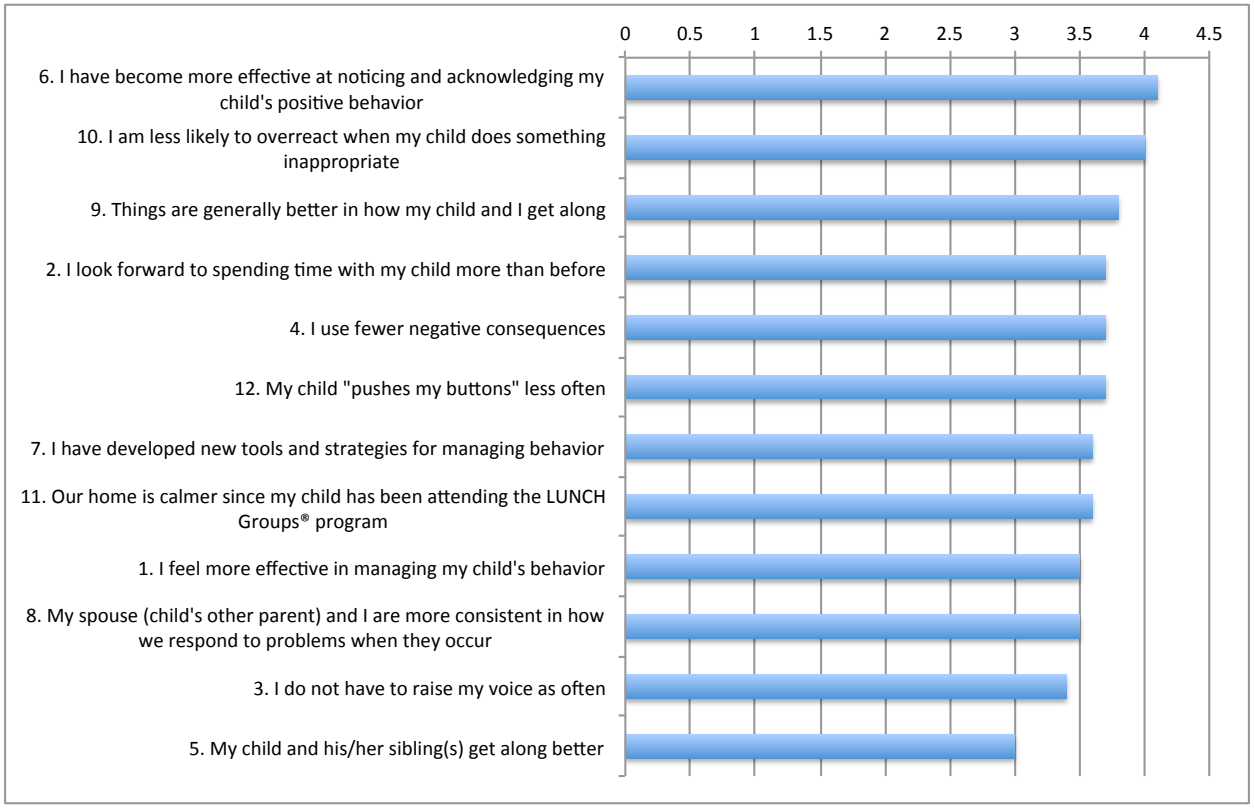

Program Fidelity Ratings

Parents rated how well the program components were implemented. Of note, problems were encountered with keeping up with our usual treatment blogs, where parents can read about group sessions. This has since been fixed and previous blog entries are currently being updated. Also, parents were more consistent in general in using the LUNCH Points home generalization program.

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Conclusions

The current results are consistent with previous the data analysis from previous years (available at www.lunchgroups.com). The LUNCH Groups® Programs continues to qualify as an empirically-supported program that combines elements of applied behavior analysis, positive practice and behavioral rehearsal, social learning theory, i.e., participant modeling, as well as video modeling.

All five core areas (Executive Functioning, Social Competence, Pragmatic Language, Academic Readiness, and Environmental Awareness) continue to be viable core elements that support this intervention.

Based upon consumer and counselor feedback, the following changes are planned for future LUNCH Groups® Programs.

1. Return to raffle tickets instead of points: There appear to be advantages in using actual tickets, in that they are a more tangible demonstration of the reinforcement process and appear to generate increased peer motivation to model prosocial behaviors. Plus they can be delivered

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without speaking, which sometimes interrupted the process. Points will continue to be used for times when tickets cannot easily be delivered, but they will be converted into tickets.

2. Behaviors that are rewarded will be more closely tracked by counselors: Beginning in in the Summer 2011 program, each student be tracked for specific behaviors.

3. Parents will receive feedback via email to help them better determine what behaviors to reinforce at home.

4. More timely publication of the Group Blogs: Keeping up with the blogs is time-consuming but can help parents better learn what happened in group sessions. Due to a technical problem, the blogs were not consistently available during this school year session.

5. Increased Hours for Parent Tutorials: A three hour "Behavior Bootcamp for Parents" workshops is being added and made available to parents who have just finished the program and to incoming parents whose children will participate in the Summer 2011 program (A total of 23 parents have signed up to date). There will also be increased information for parents available on the group website, www.lunchgroups.com.

End of Report

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