

C.H.E.S.S. “CHESS HELPS EVERY STUDENT SUCCEED”

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Developing
Socio-
Emotional
Skills for **All**
Students

MEDIA CLIP STUDENTS PLAYING

- <http://youtu.be/Pd-1MrAZk04>

A DESCRIPTION OF JOANN LELECK ELEMENTARY SCHOOL

JoAnn Leleck ES is part of the Montgomery County Public Schools (MCPS 2014) school district, a large suburban district located in the state of Maryland in the United States.

MCPS	JoAnn Leleck ES at Broad Acres
Contains more than 150,000 students (PK-12 th grade)	Contains approximately 780 students (PK-5 th grade)
35% of students receive Free and Reduced Meals (FARM)	95% of students receive FARMS
14% of students are classified Language Limited English	75% of students are ELL
	Students display disproportionate levels of major health problems

WHAT STUDENTS SEE AND EXPERIENCE IN THE NEIGHBORHOOD SURROUNDING JOANN LELECK ELEMENTARY SCHOOL:

- Alcohol and other drug use
- Domestic and family violence
- Truancy from school
- High risk of gang involvement and teenage pregnancy
- Lower rates of achieving higher education (college degrees)

ABSTRACT

- C.H.E.S.S. is a chess counseling program conducted in a Title I Elementary School called JoAnn Leleck ES at Broad Acres in Silver Spring, Maryland. “Chess Helps Every Student Succeed” is an integral part of the school culture¹.
- C.H.E.S.S. was initiated in 2007 with a grant from the MD State Department of Education. Since 2007, the program has secured grants through other non-profit organizations.
- This program implements the conclusions already published by Ramon Aciego (2012) about the benefits of playing chess regularly. C.H.E.S.S. facilitates the development of socio-emotional and problem-solving skills and improves the integration of ELL learners into the school community.
- Surveys of upper grade students suggest that the C.H.E.S.S. program benefits all students, not just those who participate in the after-school chess program.

1. Students receive counseling services through chess, socialize over chess and expect it to be present, receive recognition through chess, expand background knowledge through chess, and take chess home with them.

PURPOSE OF C.H.E.S.S.

- To facilitate the development of social-emotional, problem-solving, and thinking skills
- To improve the integration of English Language Learners
- C.H.E.S.S achieves these goals by using chess as a metaphor for life in the classroom, in small groups and through individual instruction.



CHESS SKILLS ARE CORRELATED WITH SOCIO-EMOTIONAL SKILLS

■ What are socio-emotional skills²?

- Recognizing and managing emotions
- Developing caring and concern for others
- Establishing positive relationships
- Making responsible decisions

2. These are skills that allow children to calm themselves when angry, to make friends, to resolve conflicts respectfully, and to make ethical and safe choices (Collaborative for Academic, Social and Emotional Learning, CASEL 2014).

THE CENTRAL PREMISE OF C.H.E.S.S.

- The chess board represents the life of a student
- Each student identifies with different chess pieces
- The way students move the pieces leads to success or failure in the game
- The skills they learn along the way equip them to lead better lives

THE THREE COMPONENTS OF C.H.E.S.S.

1. Using Chess to Counsel Children
2. Creating an After-School Chess Program
3. Participating in Chess Tournaments

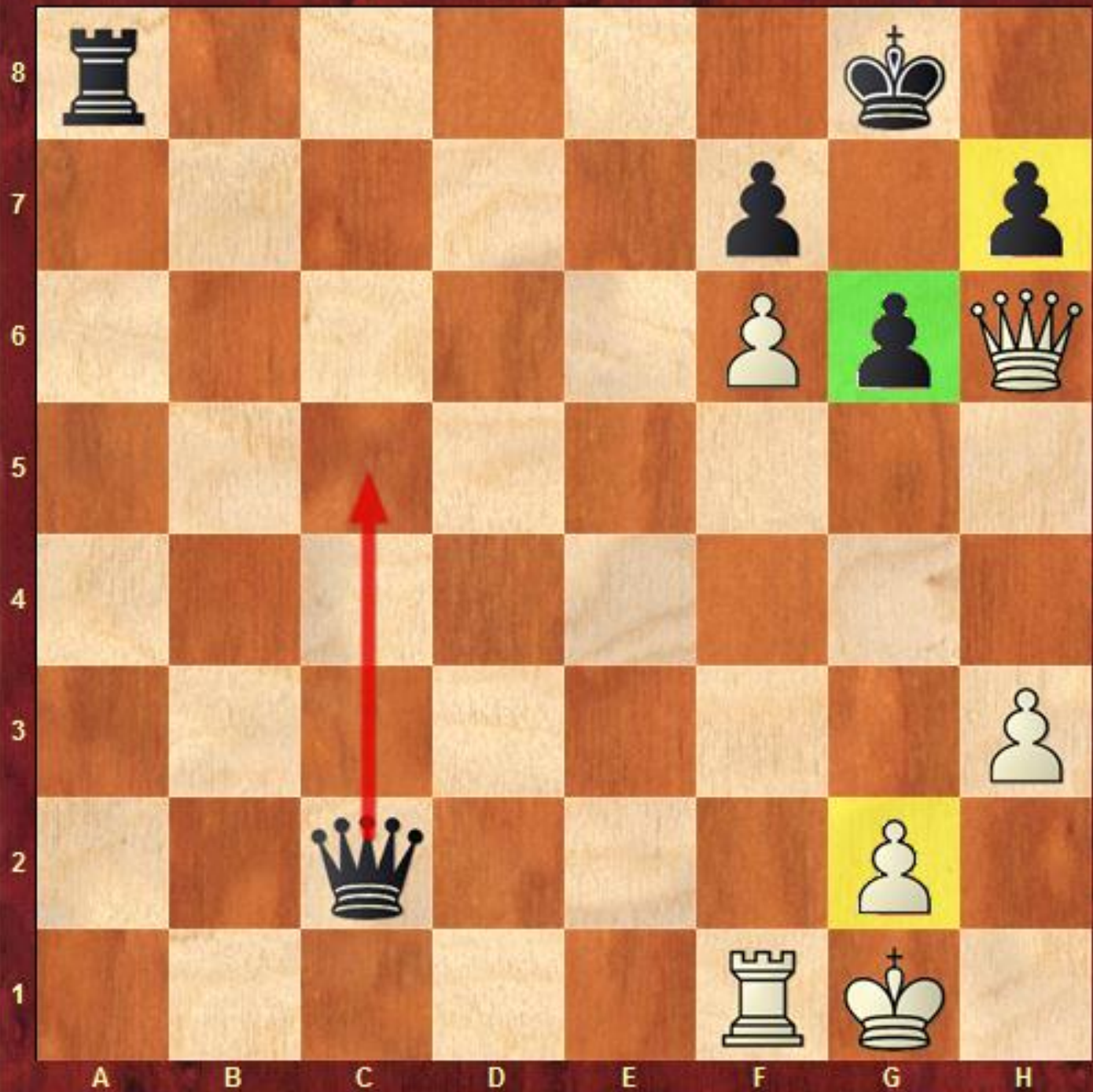


COUNSELING WITH CHESS

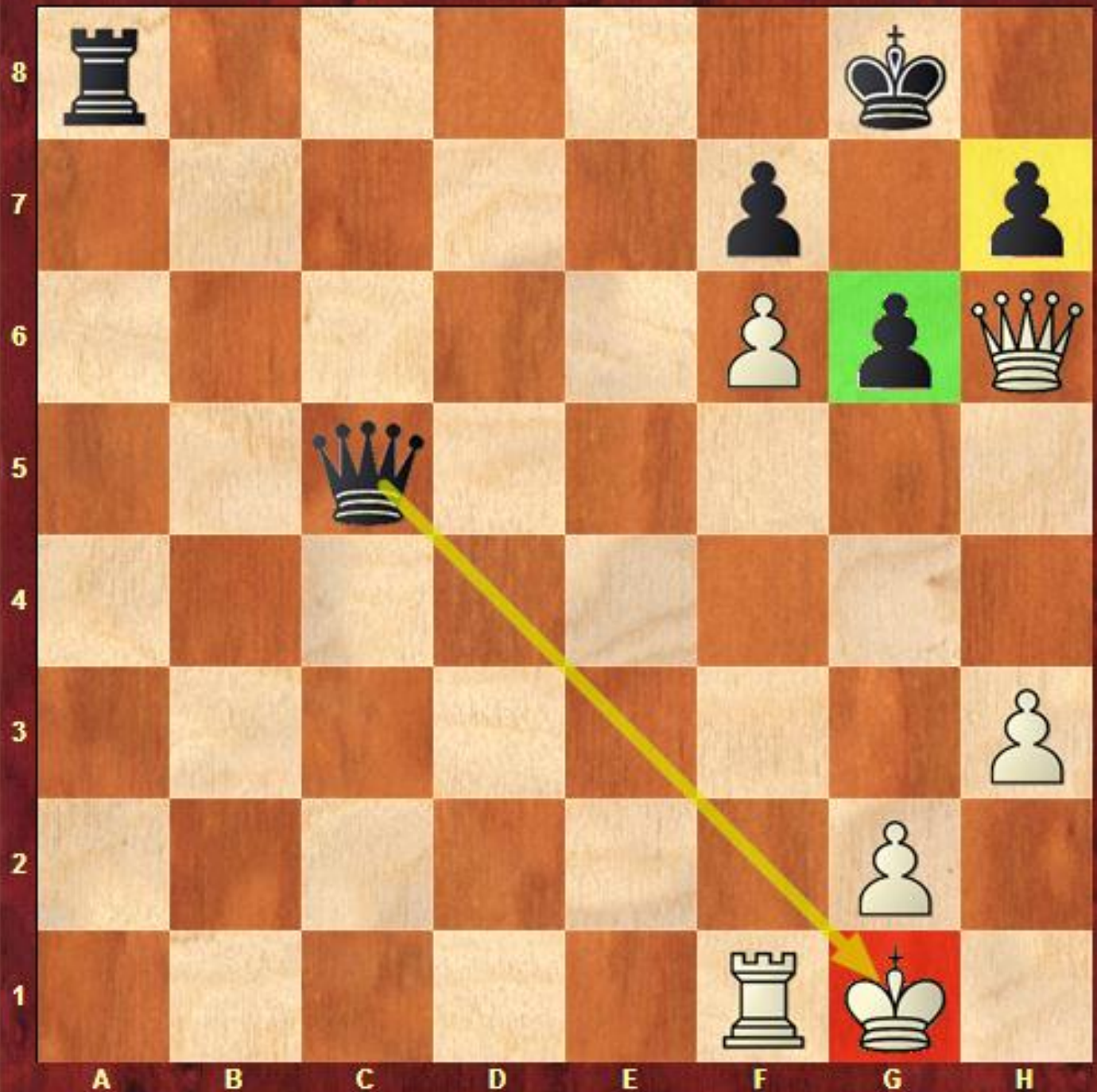
- A chess curriculum is presented to all students in the upper grades, integrating socio-emotional skills through chess (Moreno 2002).
- Whole classroom instruction occurs once a month
- Individual counseling sessions reinforce the use of chess as a metaphor for life
- Supportive lunch groups use chess as a tool to discuss these issues



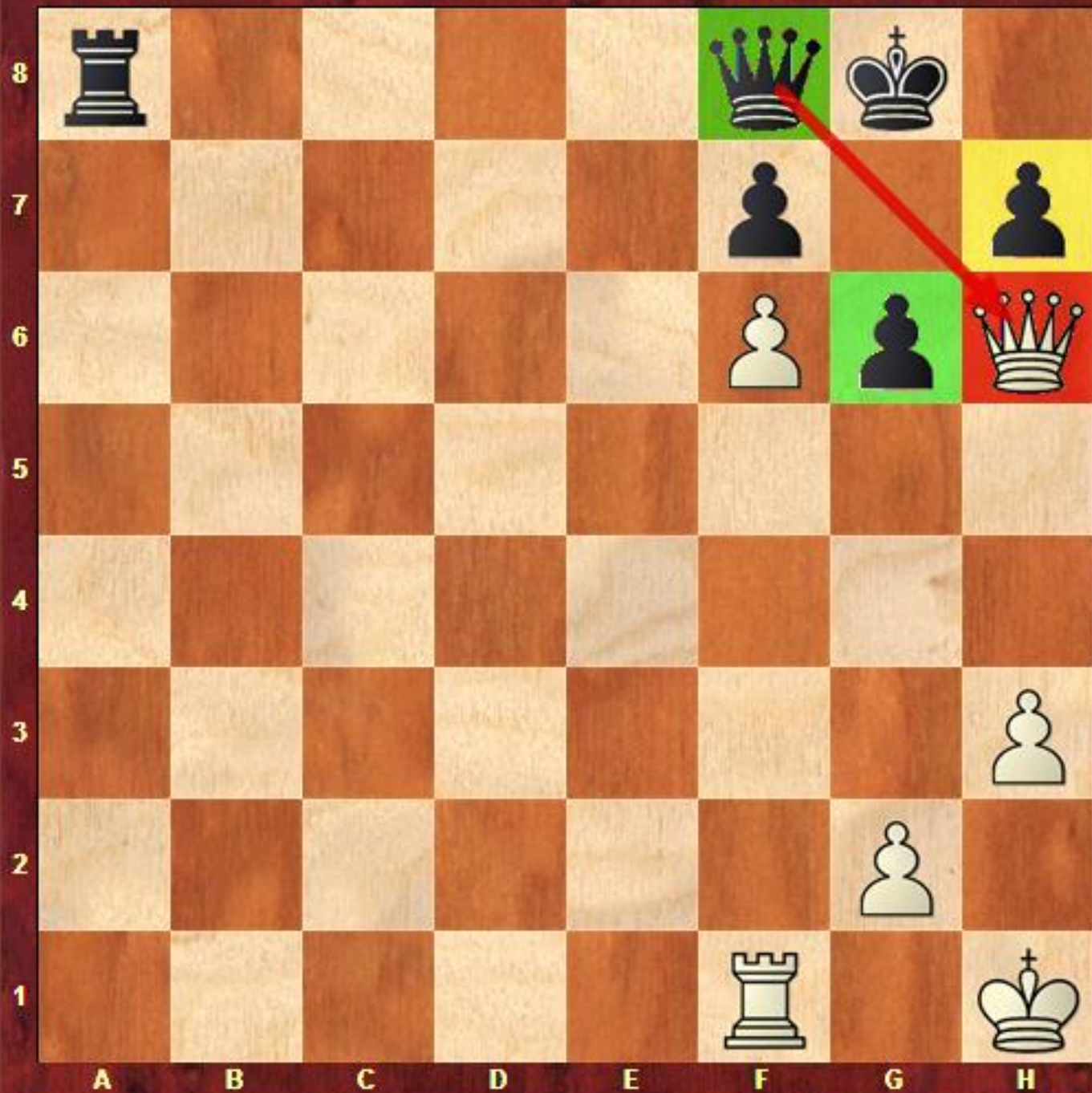
**Obvious move
(check)**



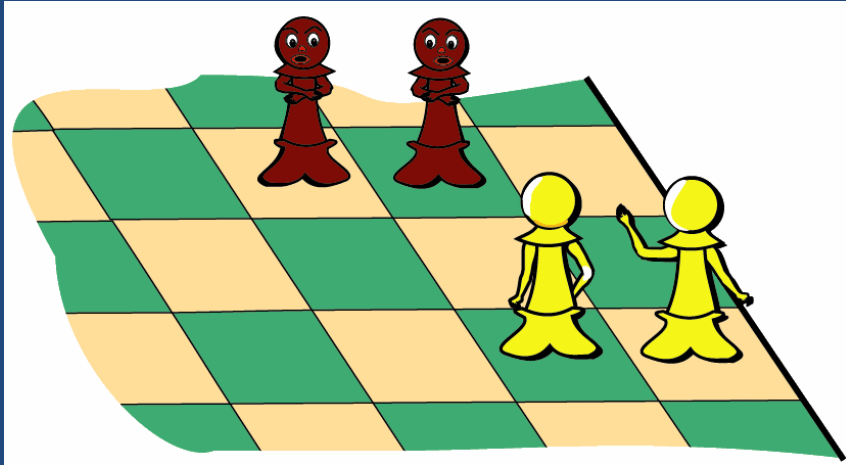
**Change in the
succession of
moves**



**Obvious move
(check)**

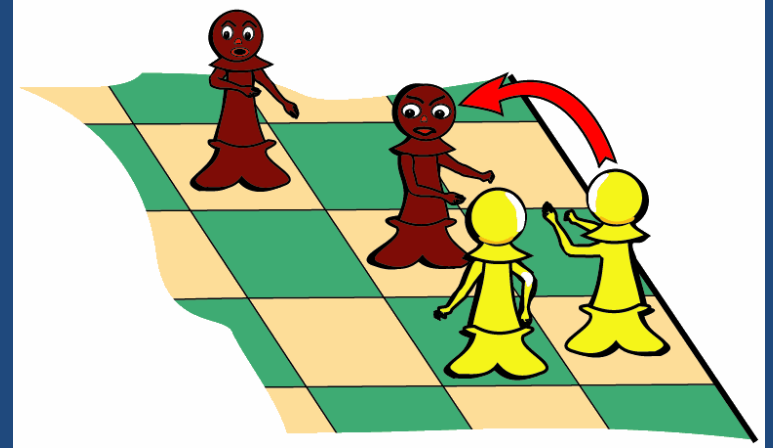


USING CHESS TO DISCUSS REAL LIFE SITUATIONS



Two Pawns meet
two Pawns,
then a Pawn moves
to attack.

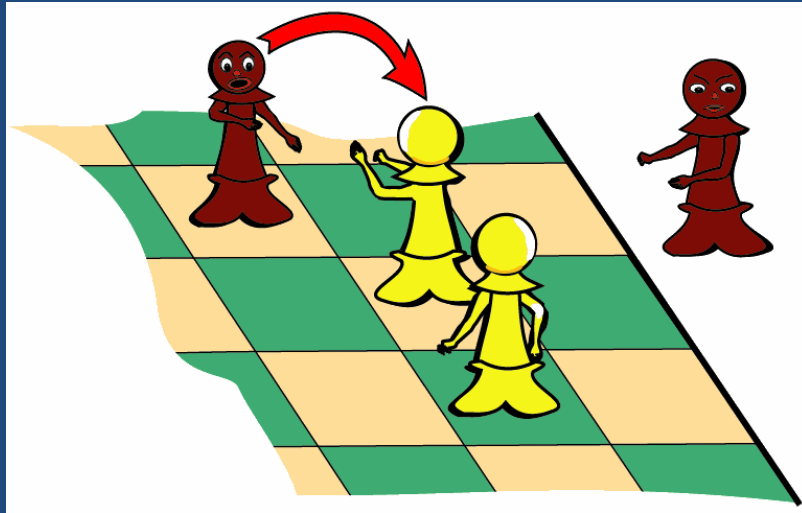
Poem and graphics by M. P. Kusen



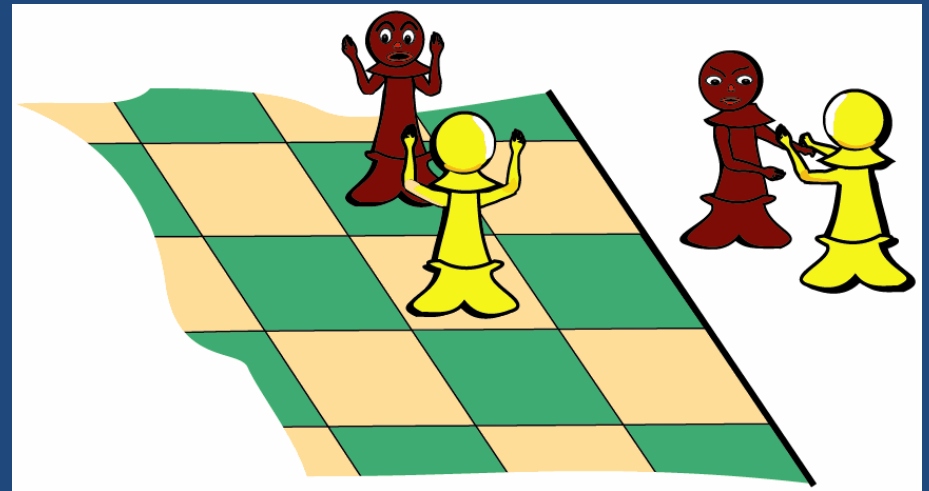
What should I
do?

What's the best
thing to do?

Should I now
fight back?



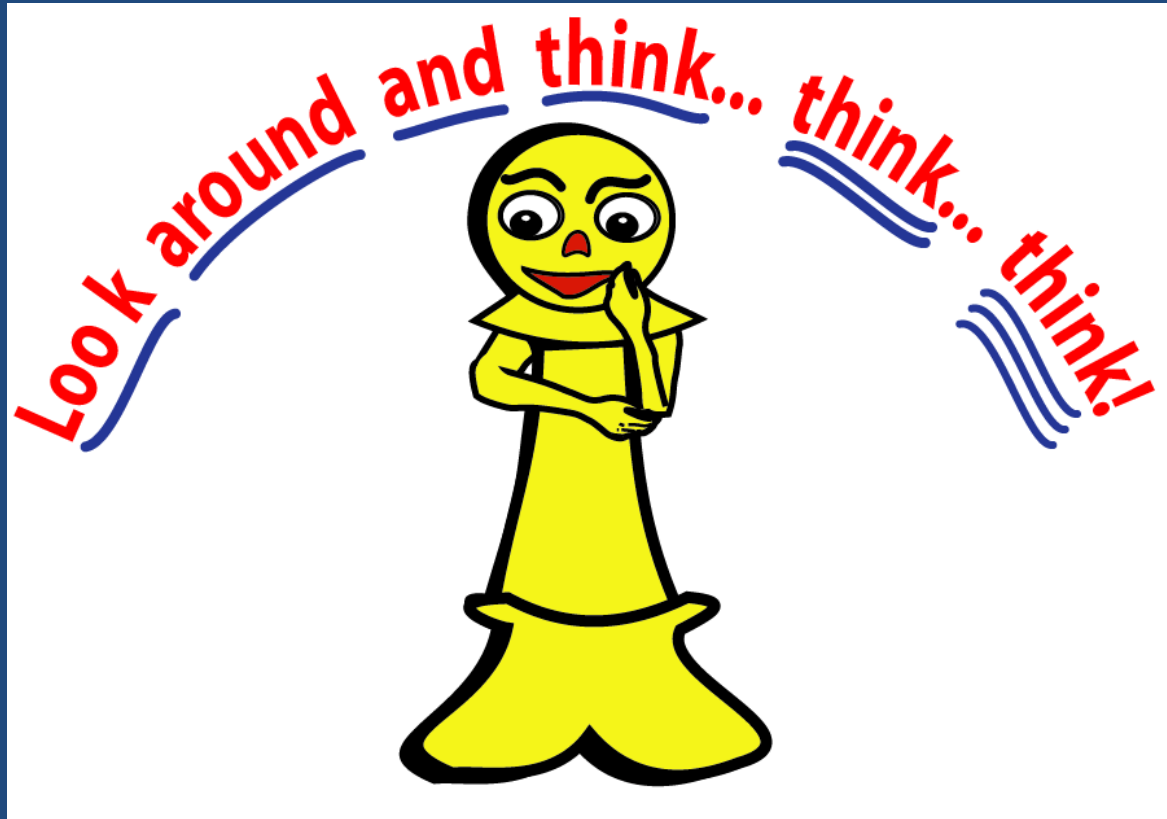
If I fight
and
capture . . .
I'll be
captured too!



Then my pal
will be blocked,
is that the best
thing I can do?

*But suppose I think of other moves,
instead of just reacting.*

*Let's look around... and think a bit,
before we go attacking.*

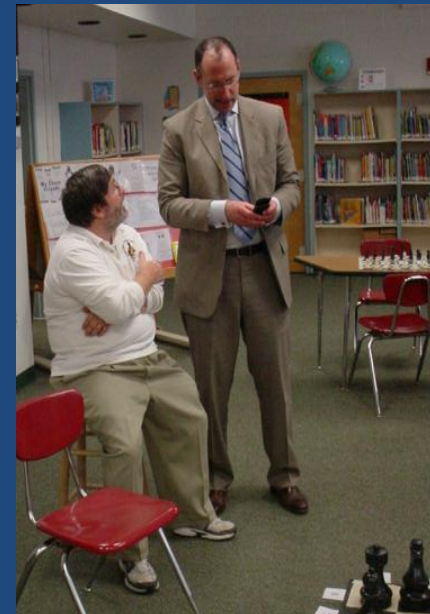


JOSHUA STARR @MCPSSUPER

“I'm about to play chess against 6 Broad Acres students. Wish me luck!!”

My opponents are talking to each other about their next move. Critical thinking and collaboration skills.

“I lost miserably!! Fernando Moreno has taught them well.”



SURVEY RESULTS FROM 2007-2008 TO 2012-2013

	07-08 Only Club	11-12 Only Club	07-08 All students	11-12 All students
Likes chess	98%	97%	79%	85%
Tournaments	88%	94%	58%	55%
Knows How To Play	98%	99%	42%	65%
Life Issues	70%	80%	58%	67%
Life decisions	77%	82%	62%	69%
School work	75%	83%	55%	63%

INTERPRETING SURVEY RESULTS

- Students demonstrate that the implementation of C.H.E.S.S. over this period benefited them in meaningful ways.
- Students in the after-school chess club AND the overall student body believe that chess helps them significantly with their school work *and* their ability to make good decisions.

CONCLUSION

- “Chess Helps Every Student Succeed” has proven that it is possible to create a chess program that benefits the overall culture of the school, independent of the students’ socio-economic status, language abilities, and previous knowledge of the game.
- Part of the program can naturally be used to create tournament players, but this should not be the primary goal of the program.

A Culture of Chess in a Title 1 School

Broad Acres Elementary School

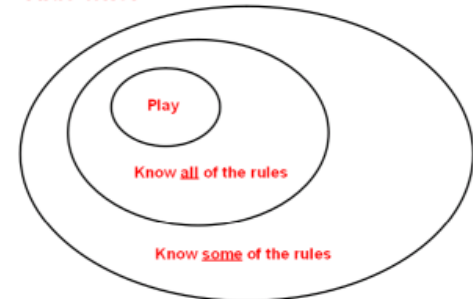
- Our program is an **integral** part of school culture.
 - Receive counseling services through chess
 - Socialize over chess, expect it to be present
 - Receive recognition through chess
 - Expand their background knowledge through chess
 - Take chess home with them

A Culture of Chess

How can this be?

How can students who don't know all the rules, or who know the rules but don't play regularly, benefit from a chess program?

Kids who:



THE AFTER-SCHOOL CHESS CLUB

- The after-school chess club is for students in the upper grades. Around 100 students signed up last year.
- Former students from the program who are in middle school and high school help teach chess during the after-school sessions (Moreno 2014).
- Special features include guest appearances and simultaneous exhibitions with players from the community
- Chess Camps



SPECIAL GUEST: DISTRICT SUPERINTENDENT

The school district superintendent, Dr. Starr, visited the school, played chess with our students, and tweeted positively about the skills the students were learning (Broad Acres 2012).



NEXT

- Need for future studies (not only self-reporting from students).
- Need to have studies with more than one school and one counselor delivering services.
- Future studies to evaluate school engagement, perceived stress, grit, and literacy with chess participation as a variable (University Maryland).

PRELIMINARY RESULTS

GRIT, EMOTION AND LITERACY STUDY

O'NEAL, C & PERLOW B. (UMD 2014)

- The students in chess club and not in chess club had very similar school engagement, perceived stress, grit, and literacy scores.
- Of the students who participated in chess club, the students who went to the most events tended to have higher grit than the students in chess club who did not participate in many events.
- In this sample, the students who are in chess club and also have high grit tended to have the highest literacy scores by the end of the year

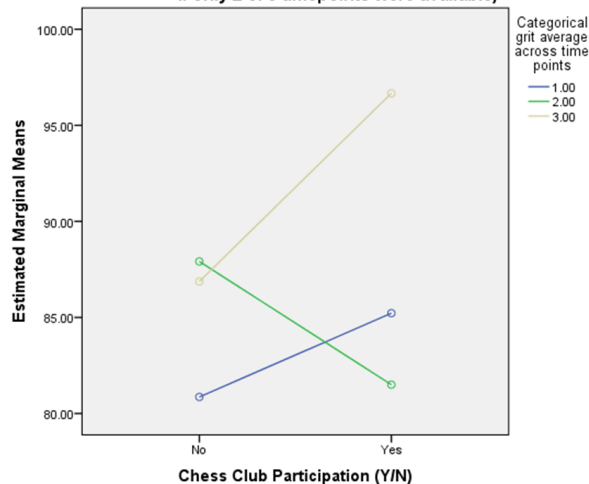
PRELIMINARY RESULTS

GRIT, EMOTION AND LITERACY STUDY

O'NEAL, C & PERLOW B. (UMD 2014)

- Interpretation:** While the results are not significant, in this sample, students who participate in Chess Club and have high grit are the most likely to get high TOSREC (literacy) scores. Students with low grit and do not participate in chess club are the least likely to have high TOSREC (literacy) scores.

Estimated Marginal Means of Mean of TOSREC scores at T1, T2, and T3 (imputed if only 2 of 3 timepoints were available)



Tests of Between-Subjects Effects

Dependent Variable: Mean of TOSREC scores at T1, T2, and T3 (imputed if only 2 of 3 timepoints were available)

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2473.143 ^a	5	494.629	3.216	.009
Intercept	510767.334	1	510767.334	3321.006	.000
ChessClub	113.554	1	113.554	.738	.392
GritAvgCat	1313.534	2	656.767	4.270	.016
ChessClub * GritAvgCat	677.803	2	338.902	2.204	.114
Error	21224.258	138	153.799		
Total	1093111.917	144			
Corrected Total	23697.401	143			

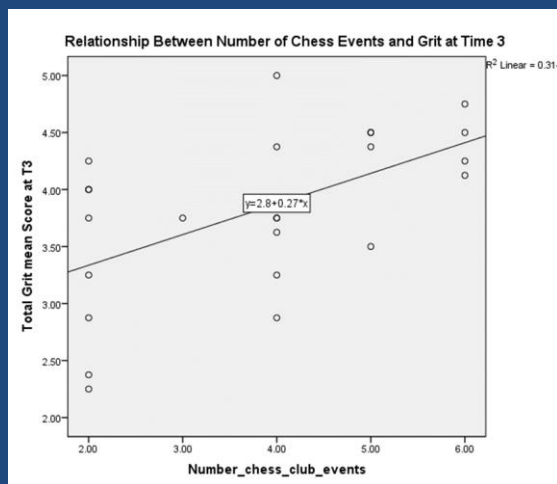
a. R Squared = .104 (Adjusted R Squared = .072)

PRELIMINARY RESULTS

GRIT, EMOTION AND LITERACY STUDY

O'NEAL, C & PERLOW B. (UMD 2014)

- The relationship between number of chess club events and grit at time 3 is significant meaning that the participants in chess club who went to the most events tended to have higher grit at the end of the year than other students in chess club.



Correlations			
		Number_chess _club_events	Total Grit mean Score at T3
Number_chess_club_events	Pearson Correlation	1	.561**
	Sig. (2-tailed)		.004
	N	24	24
Total Grit mean Score at T3	Pearson Correlation	.561**	1
	Sig. (2-tailed)	.004	
	N	24	24

**. Correlation is significant at the 0.01 level (2-tailed).

ACKNOWLEDGEMENTS

- Parts of this presentation have been taken from:
- Collaborative for Academic, Social and Emotional Learning (CASEL) <http://casel.org/>
- Chess for teacher by M. P. Kusen
<http://www.chessforteachers.com/>
- Teaching Life Skills Through Chess by Fernando Moreno
- Eric Henderson's presentation "A Culture of Chess in a Title 1 School"
- **O'Neal, C & Perlon B. Grit, Emotion and Literacy Study(UMD 2014)**
- US Chess Center, Washington DC
- Thanks for the editing and suggestion from Cristina Moreno, Yale student.

Benefits of Social and Emotional Learning

Good science links
Social & Emotional Learning
to the following:

STUDENT GAINS

- Social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests

- Conduct problems
- Aggressive behavior
- Emotional distress

REDUCED RISKS FOR FAILURE

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., and Schellinger, K. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, (82) 1, Pp. 405-432.



**“Think
Before You
Move Lesson”**

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