

ETC 693 Master Project

Teaching Emotional Smarts to Boost Academic Success

Jaime Rancipher

Submitted to the

Graduate School of Education

City University of Seattle

In Partial Fulfillment of the Requirements

For the Degree of Master in Teaching

I give permission to City University to store and use this MIT Project for teaching purposes.

Submitted by	Jaime Rancipher	04/10/2018
	Candidate's Name	Date

Approved by		
	Advisor's Name, Abbreviated Degree(s)	Date

Approved by	Sue Seiber, Director TCP.	
		Date

Table of Contents

Acknowledgements.....2

Abstract.....3

Introduction.....4

Dilemma or problem.....4

Rationale5

Literature Review.....5

Question16

Purpose.....16

Methodology16

 Participants.....17

 Intervention.....17

 Assessments18

Results.....21

Discussion.....29

 Conclusion(s)29

 Implication(s) or Relevance.....32

 Recommendations.....33

References.....36

Appendices.....39

Author Note57

Acknowledgements

I would like to acknowledge and thank everyone who has helped me in my journey to becoming a teacher. I would like to the students, their families, and my school family for their assistance with the study. Special thanks go out to Anna Tidwell for being a great friend and welcoming me into her class and help make it mine as well, Leann Torgerson for always giving great advice and helping me grow as a teacher and person, and Vicki Butler for not letting me give up when I felt at the end of my rope.

Abstract

Academic achievement has been the driving force of education since its inception. However, the incorporation of emotional identification and development to assist in the increase of academic success has recently been identified and addressed. This study will examine third-grade students from various backgrounds, academic development, and emotional awareness. Two emotional regulation interventions, a “mood scale” and a “think moment” were implemented to assist academic success and emotional awareness of the students. These five assessments were utilized: i-Ready Assessments, weekly journal prompts, class meetings, student surveys, and observation of students. Based on i-Ready Assessment data, student participation, and responses the interventions increased academic scores. Making students aware of what they are feeling can help them in all areas of their lives.

Introduction

The educational system, as it now exists, focuses on the student's academic capabilities and their progressive improvement the main and only focus of student development. The system has established a variety of policies and rules that promote the academic focus, with little if any knowledge or interest of the development of the emotional aspect of learning, and the repercussions of how emotions and behavior can either promote, or stifle, a student's academic development. Now, however, many districts are beginning to look to, and for, systems that within a classroom can help to develop the whole student, academic and emotional, for the ability of the system to be both flexible and responsive to the emotional actions that help to provide the students with their learning capabilities in the first place.

Dilemma (or Problem Statement)

Students' performance in the classroom can be directly affected by their behavior, and that of their fellow students. Just like everyone else, students are not unaffected by their emotions, although many of them do not necessarily understand these emotions and how to appropriately deal with them. In this study, these student emotions and academic scores will be assessed after the students are introduced to two new emotion regulation tools – a mood scale, and “think-moment”. In my class, there are multiple students with IEPs, 504s, and other diagnosed emotional behaviors. I have seen many of them struggle to deal with their emotions, with a strong difficulty in verbalizing what they are feeling, and in turn this impacts their academic abilities and scores. This may be due to their emotional distraction, raised stress level, or other consequences from the emotional upheaval they are feeling. When they can discuss what is going on, how they are feeling, and being able to identify the emotion; they appear to be able to perform better academically.

Rationale

Discussions surrounding the learning limitations of an academic focused only system are being explored, with new ideas such as the concept of Self-Regulated Learning (SRL) being looked to as a possible way to incorporate the system into the classroom and help to increase a student's capabilities to overcome emotional influenced behaviors that can keep a student from performing academically as successfully and they, and the teacher, desires. "Self-regulated learning is an active, constructive process involving several components: cognition-metacognition (MC), motivation-emotion (ME), and behavior. Self-regulated learning allows learners to determine their own learning goals, and to try to monitor, regulate, and control them, while being guided and constrained by the goals and contextual features of the learning environment" (Randler, 2009, p. 4). Some of the Common Core State Standards (2017), which are directly affected due to the student's academic abilities are:

- CCSS.ELA-LITERACY.CCRA.SL.1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.CCRA.L.6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Literature Review

The educational system, as it now exists, focuses on the student's academic capabilities and their progressive improvement, the main and only focus of student development. The

system has established a variety of policies and rules that promote the academic focus, with little if any knowledge or interest of the development of the emotional aspect of learning, and the repercussions of how emotions and behavior can either promote, or stifle, a student's academic development. Now, however, many districts are beginning to look to, and for, systems that within a classroom can help to develop the whole student, academic and emotional, for the ability of the system to be both flexible and responsive to the emotional actions that help to provide the students with their learning capabilities in the first place.

Discussions surrounding the learning limitations of an academic focused only system are being explored, with new ideas such as the concept of Self-Regulated Learning (SRL) being looked to as a possible way to incorporate the system into the classroom and help to increase a student's capabilities to overcome emotional influenced behaviors that can keep a student from performing academically as successfully and they, and the teacher, desires. "Self-regulated learning is an active, constructive process involving several components: cognition-metacognition (MC), motivation-emotion (ME), and behavior. Self-regulated learning allows learners to determine their own learning goals, and to try to monitor, regulate, and control them, while being guided and constrained by the goals and contextual features of the learning environment" (Deimann & Bastiaens, 2010, p. 5).

Schools in general are always seeking ways to help students to be capable of self-regulating their emotions and behaviors to help them achieve a better learning environment, as well as to keep the student from developing learned behaviors that are not conducive to the students, or the schools, best interests. "Most studies on intervention programs that encourage self-regulation when solving problems specifically focus on MC, and few explore the way in

which direct intervention aimed at developing learners' ME regulation influences learners' self-regulation and achievement" (Tzohar-Rozen & Kamarski, 2014, p. 78).

Until recently the impact of a student's emotional mind set was often overlooked when administrators were dealing with student discipline and its impact on the school, teachers, and fellow students. Many situations were handled through the student being assigned a "time out", "in-school detention", or removal from the classroom and school for a period of days, weeks in the case of an extremely severe situation incited by the student themselves. "Emotions in education are relatively unexplored, even though they are increasingly becoming an emphasis of study in many disciplines. During the last decade researchers have begun exploring student' emotions and anxiety issues from test taking and achievement" (Nicolaou, Evagorou, & Lymbouridou, 2015, p. 246). Whatever is happening in the classrooms around the United States those in the educational field have found that when students deal with emotional issues it impacts their academic achievements to a large extent. Students can become withdrawn, argumentative, and non-receptive to encouragement from teachers and fellow students, and often don't achieve the degree of success in their education needed to move on into higher education effectively.

"Research has found both classroom factors (student-teacher interaction, pedagogy, classroom culture), as well as individual differences in students (self-determined motivation) to significantly predict students' career aspirations and persistence. In research on motivation, findings have shown students' levels of self-efficacy, achievement goals, and perceived autonomous support to predict attrition, emotional well-being, and achievement" (Simon et al., 2015, p.4).

Students, as-a-whole, have perceptions of events that sometimes conflict with their own personal emotional capabilities to cope. They can react to such events with a whole host of

emotions, most based on prior experiences. Many students have not had the exposure, or training, on how to deal with some situations which make them feel uncomfortable, angry, or conflicted. Feelings of personal security can instill feelings of self-sufficiency, personal achievement, and motivation.

“There is a substantial body of research on student motivation and its association to achievement, but far less exists on the link between emotions in the classroom and achievement. Research into learning emotions received little attention for many years, as studies concentrated mainly on test anxiety” (Hagenauer & Hascher, 2014, p. 26).

Although educational staff try to consider the whole student in their interactions with each, it is hard to have all those who might wind up dealing with a student in a critical, disciplinary, conflict resolution situation be aware of the student’s emotional state of mind. Without the student being able, and trained, to work out the best non-conflict solution to whatever the problem, or situation is, chaos could easily occur. Conflict resolution is often necessary when a student, or students, don’t share the same values, interests, ambitions, or desires. If a common interest, or achievement, is not shared by all involved conflict can occur. Be it in the classroom, outdoors, or during an event. “Interest is thought to play a key role in the learning process, in that it governs initial task engagement and subsequent exploration” (Simon et al., 2015, p. 8), if this initial interaction with the task results in positive appraisals of competence then feelings of enjoyment will emerge. When students can complete a task, or competition, together their feelings are shared and interest and enjoyment leave all with feelings of friendship and comradery. But when someone within the group, for whatever reason, is perceived by the rest of the group as not working for the good of the whole emotions can take over and some do not know who to go about controlling their emotional responses. Fight or

flight has many aspects of the concept. To be able to teach students how to self-regulate their emotions are becoming more of a necessity within the learning community, and school administrations are on the lookout for a program that can become the appropriate method of teaching emotional skills to large groups, and individuals in need of emotional control.

“Emotional intelligence (EI) is the ability to recognize, assess, and control one’s emotions, as well as the emotions of others, and even groups. Possessing emotional intelligence gives students the ability to make common-sense decisions, take intelligent calculated risks, and navigate difficult social situations (Chapin, 2015, p. 27)”.

Daily, teachers are faced with the need to deal with the emotional reactions of students who have yet to become the rulers of their own emotional regulation. Many reasons can be the cause of such students reacting inappropriately to any given situation that proves a challenge to their capabilities in the emotional regulation arena. Teachers are finding that emotional experiences that enhance learning can be called “emotional scaffolding”, a term that borrows from Vygotsky’s concept of scaffolding “and combines it with an awareness of the role of emotion in the learning process” (Turner & Husman, 2008, p. 143). “In recent years, cognitive scientists examining the structure and function of the brain have found that emotion and cognition interact in the learning process is a highly-interwoven relationship, together constituting the fabric of children’s learning and development” (Berg & Lick, 2001, p. 10). This research combined with others lends a clear view of how students who can excel academically might have problems in dealing with day-to-day situations in and out of the classroom. Without proper tools that teach students how to deal with their emotions, their learning experiences can prove useless if they cannot overcome this deficiency in dealing with their fellow students and school staff. “Children express their emotions not only through language, but also through

nonverbal language including facial expressions, subtle nuances in vocal intonations, gestures, eye contact, and body language” (Park, 2014, p. 23).

Teachers have been first hand witnesses to students and their capabilities, or lack thereof, during displays of emotional regulation. “Children’s emotions show what they know or think about the content of lessons through behaviors of engagement and disengagement” (Turner & Husman, 2008, p. 142). When students are engaged in a lesson, either in the classroom or out, they are more involved with the correct emotion to suit the situation, if disengaged their focus is not on the good of the whole but they tend to focus only on their needs and wants with disregard for everyone else. Therein lies the areas of conflict. Depending on how well the student has “learned” to regulate their emotions either a good outcome to the situation will occur, or the worst.

Some school districts are looking at the concept of “mindfulness” as a way to instruct and encourage students to self-regulate all emotional situations making discipline a far less used method of resolving student’s emotional conflicts.

“The Oxford dictionary (2014) defines mindfulness as “a mental state achieved by focusing one’s awareness on the present moment while calmly acknowledging and accepting one’s feelings, thoughts, and bodily sensations...characterized by unintentionality and nonjudgmental observations of experiences” (Waajid, Garner, & Owen, 2013, p. 37).

Although first identified as a method to calm the mind of overly stressed adults, mindfulness is being looked at more closely as a method of helping children be less confrontational, and more accepting of others’ actions and desires. Another resource for the concept of emotional regulation development has been around for a while and is basically

referred to as SEL. “Social and Emotional Learning (SEL) is based on rigorous research in multiple fields clearly indicating that our emotions and relationships affect how and what we learn. A growing body of research findings demonstrate that SEL promotes positive development among children and youth; reduces problem behaviors; and improves academic performance, citizenship and health-related behaviors” (Jones, 2012). The system is based upon “five teachable competencies: self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. It is through these core competencies that students are able to recognize and manage emotions, develop caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively and ethically” (O’Conner et al., 2017, p. 248). Agencies within the U.S. Department of Education have focused on the development of social and emotional interaction among young students and provide their insight as to its effects on students and their environment. “To thrive in a social world, students must learn social and emotional skills, such as controlling their impulses, interpreting and understanding emotions, motivating themselves, and developing positive attitudes toward school and community (Gonzalez & Leticia, 2013, p. 48).

Several school districts, including the Bellevue School District in Washington State, are presently piloting one of the systems involved in teaching students about their emotions called RULER. “The Education Lab”, a Seattle Times project, is funded by a grant from the Bill & Melinda Gates Foundation, and reports on projects that spotlight promising approaches to some of the most persistent challenges in public education. “Teachers are reporting success this year, as they’ve started to teach students about feelings as explicitly as they teach math and reading...and students aren’t letting bullies on the bus or playground ruin their days, for

example, and they're dialing back the snarky put-downs that can make classrooms toxic for learning" (Higgins, Seattle Times, March 28, 2016).

Those involved in brain research have long known that thinking and feeling are intertwined in such a complex way that it affects attention, memory, and judgment. "Bellevue Schools are using a system created at Yale, called RULER which is aimed at teaching students – and – teachers how to Recognize, Understand, Label, Express and Regulate emotions...and studies have shown that students in RULER schools are less anxious, better behaved, more attentive and more independent – with greater leadership skills" (Higgins, Seattle Times, March 28, 2016). Suspension rates and office visits are down by at least 50%, with language-arts skills increasing dramatically. State legislators are coming to realize the effectiveness of the RULER system and some want to hopefully pass a bill making social-emotional training incorporated into all children's school days.

Focus by teachers has become more on teaching and less on misbehavior. With the RULER system drawn on two decades of research by two psychologists, John Mayer and Peter Salovey, they labelled their findings as "those who possess "emotional intelligence" and ability to naturally read and manage their emotions, and the emotions of others to solve problems RULER, which has been in schools since 2005, starts with a tool called a "mood meter" (Appendix A)– a sheet of graph paper divided into four colored quadrants – designed to build students' vocabularies about emotions beyond happy, mad and sad. As an example, Steve Gritton, a fifth-grade teacher at Lake Hills Elementary School in Bellevue," handed out "mood meters" to his student and cited an example of a fictional character's feelings and actions in piggybacking on literary skills they're already required to learn. The students placed the fictional character in the yellow quadrant (pleasantly energetic) – when he thinks a girl likes him,

then drop him to the blue square (low energy, unpleasant) when she rejects him and a bully yanks out his chair. When the boy then smashes cake in the face of a third-grader laughing at him, the students yell out “Red” (energetically unpleasant). The students were then asked to imagine how they would react in the same situation, and the discussion regarding “emotional regulations” ensues.

Marc Brackett, who directs the Yale Center for Emotional Intelligence, and is one of RULERS creators, feels that the RULER system can set a new standard in the educational field, and “believes you always start with science...that to me is the way you get people to take this work seriously...emotional intelligence can be used to prevent negative behaviors, such as bullying, and to enhance learning” (Higgins, Seattle Times, March 28, 2016). In 1995 a gentleman named Daniel Coleman, a science journalist, wrote a book citing the works of Mayer and Salovey in his bestselling book “Emotional Intelligence: Why It Can Matter More than IQ.” Although the book was well received the individuals involved in the field of science labelled it a fad, because the book, and its concepts, outpaced science. Yet many teachers believe that such a system as RULER can help students think more carefully regarding classmates’ feelings and perspectives. Such skills are especially necessary when working as a “team player” in the workplace, much less the classroom.

Two additional RULER tools are “meta-moment” (Appendix B) – how to use the few seconds after a flash of anger to take a deep breath before acting and imagine what your “best self” would do, and the other is the “blueprint,” a procedure to resolve more serious disputes. Dan Sakaue, a fifth-grade teacher at Cherry Crest Elementary School in Bellevue says,

“his students become fiercely committed to their charter, holding each other – and themselves – responsible for their actions...I have notice students telling other students

what to do sometimes, referring to the charter which calls for mutual respect. He says that his students speak up when feeling they are missing out on math-skill practice, but they have no ill feelings about time spent on RULER activities which sometimes takes up to 2 hours each Wednesday. Claiming “the downfall is that it takes too much time...but I think it’s worth it and students balk if I cut it short...Parents feel their kids are coming home more responsible, they’re coming out as more powerful people” (Higgins, Seattle Times, March 28, 2016).

Bellevue School District has stated that RULER hasn’t been their first attempt at trying to teach social and emotional skills. The Washington State legislature told schools to deal with the increasing problem of bullying in the schools. Quickly purchasing an off-the-shelf system set of lesson plans Bellevue was discouraged by the poor results that were achieved. The students were learning the correct words to related to their feelings, but their behavior wasn’t changing. The system of RULER has been shown to work in a wide range of schools, from the rich to the poor, public and private, and so on. Bellevue is currently working with the University of Washington’s 3DL Partnership to carefully to make sure it functions properly by being administered in the appropriate fashion.

RULER has shown that it is an effective system to the point that the Seattle School District is now extensively using the RULER system in 23 of its schools this year, with intentions to broaden their base of use to include an additional 25 schools in their school system by next year. The apparent success of the RULER system, as well as it’s nominal price (Bellevue only spent approximately \$50,000 over the course of the 3-year inception period which included teacher training and manuals). To prove to be a success the developers of RULER realized that it is essential to train the teachers first before having them apply the RULER system

to the classroom setting. “But when students learn to express their feelings, they convey much more about their thinking than teachers can decipher from a test score” (Higgins, Seattle Times, March 28, 2016).

The development and functioning of our educational system, historically and presently, has been totally focused on the academic success of our students with little to no consideration, or basic knowledge, as to what impact a student’s emotional history can cause failure instead of success. Cognitively emotions control many of the aspects of a learning environment, with receptive or non- receptive involvement for academic achievement influenced by a student’s mental state during the learning processes. Educational experts are increasingly focusing on the “emotional intelligence” development, as well as a student’s academic development, by incorporating the use of such programs as the “RULER system” to meld the academic and emotional cognitive advancement in student learning. Using Self-Regulated Learning (SRL) a student can overcome emotionally influenced behaviors, through the use of a constructive processes using cognition-metacognition (MC), and motivation-emotion (ME), and behavior learning. Incorporation of a system of Emotional Intelligence (EI) allows for giving the students the ability to recognize, assess, and control one’s emotions, influence the emotions of others, and groups, giving them the ability to make common sense decisions, take intelligent risks, and work within difficult social situations within classrooms, groupings of students, and even within at home environments. The future of the educational systems success in the development of well-rounded, academically successful, and emotionally capable students lies within the blending of both the academic and the emotional development of its students.

Question

Will student's academic scores increase after they learn to use emotional regulation tools?

Purpose

Following the implementation of two emotional regulation tools – a mood scale (Appendix A) and a “think-moment” (Appendix B), students' i-Ready scores in reading and mathematics will be evaluated to determine if there is any increase in the scores based on the implementation of the tools.

Methodology

The design of this study is action research if there is a correlation between a student's emotional “smarts” or understanding of their emotions, and their academic success in the areas of mathematics and reading. By having a student understand and express their emotional state clearly, both the student and the teacher will be able to see if there is any relation between a student's emotional understanding and their academic scores in the areas of mathematics and reading.

Context

This study will take place in a public K-5 elementary school third-grade classroom, located in a suburban neighborhood, with an approximate population of 700 students. The school student demographics is compiled of the following (approximately): 54% male and 46% female; 11% Hispanic, 20% Asian, 3% African American, 55% White, and 8% Multi-Racial; 10% receive free or reduced lunch; 9% are designated special education; 11% are transitional bilingual; and 2% are Section 504.

Participants

The participants involved in this study are from a self-contained third-grade classroom with 22 students, compiled of the following: 13 males and 9 females, students range in age from 8 to 9 years old, 2 students with 504 designations, 3 students with current Individualized Educational Plans (IEPs), and 3 students with emotional/behavioral/social designations.

The reason these students volunteer, is due to this classroom being my placement for my student teaching. The students and their families already know who I am and why I am in the classroom. I have been able to discuss this study with them on multiple occasions and they have signed permission forms for their students to be involved in this study.

Intervention

Self-monitoring decreases behavioral problems in students according to research in the field of behavioral disorders (Mooney, Ryan, Uhing, Reid, & Epstein, 2005). From this research, I planned the interventions for this study with the students self-monitoring in mind. The interventions used during this study are focused toward the ability of the students and the effectiveness for data collection. The methods chosen to fit the prior two requirements are:

- Weekly journal prompt (Appendix C)
- Class meetings (Appendix D)
- Student surveys (Appendix E)
- Emotions Classwork Packet – 7 pages (Appendix F)
- One-on-one discussions
- Collection of academic scores in mathematics and reading at 2 times during the year (Appendices G, H, I, and J)

Data Gathering Instruments/Assessments

Data will be collected in various forms throughout the timeframe of the study, in regular intervals. Students will be taught two emotion identification tools – a **mood scale**, which allows them to share how they are feeling at any point in time positive or negative; and **Think-Moment**, where the student stops what they are doing and asks themselves “How would my ‘best self’ act in this situation? What do I need to do to be my ‘best self’?”

The data collected during the study will be focused on answering the primary research question of:

- How does the incorporation of two new emotional regulatory strategies (Mood Scale and Think-Moment) affect the students’ academic progress?

Baseline data from the student’s academic assessments in mathematics and reading will be used to see where the students are at the beginning of the study. The further assessments taken by the students will be utilized to see if there has been any alteration in their academic scores after the 2 emotional regulatory strategies and other interventions have been implemented.

Data Collection Methods

Assessment #1: Pre- and Post-Assessment

Students will take a computer-based assessment for both reading and mathematics using i-Ready evaluation system. The scores for this assessment will be collected 2 times. The first will be prior to the introduction of the 2 emotional regulatory strategies being implemented. The second will be approximately 3 months after the tools have been implemented.

Assessment #2: Weekly journal prompts

Students will write a journal entry once a week about an emotion they felt, the date of the emotion, and an explanation as to the reason they were feeling the emotion.

Assessment # 3: Class meetings

Every Friday the class will hold a meeting to discuss any events that had arisen during the week that the students wish to talk about or review. No one will be forced to share, but all are encouraged to add their viewpoint or feelings about the topic at hand. During the meetings, the class will also discuss a different emotion – what students think it is, how it can feel, how someone can express it (appropriately versus inappropriately), how it can affect others, and how a student can deal with or handle the emotion. During class meetings, the following questions will be asked:

- What events happened this week that you would like to share or discuss with the class?
- Let us discuss the emotion of: _____.
 - What do you think it is?
 - How do you think it feels?
 - How can someone express it appropriately versus inappropriately?
 - How can it affect others?
 - How can a student deal or handle this emotion?

Assessment #4: Student surveys

Student surveys will be handed out weekly throughout the study to gain a snapshot picture of where students are in the learning process and how it compares to previous and future data collected. On the surveys students will answer questions, some yes/no and some short answer; about how they think the tools work, if they are using the tools, and what they like or dislike about the process. On the student surveys provided to the participants, the following questions will be present:

- Have you used the mood scale or “think-moment” tools?

- If yes, have they helped you?
- If no, why not?
- How many times have you used the tools in the last week?
- Do you have any questions about the tools or how to use them?
- Do you need any help with anything?

Assessment #5: Student observation

The students will be observed to see if they are utilizing the tools taught and if there is any difficulty in understanding what is asked of them. Detailed notes will be taken throughout the study to correlate with the other data collected. I will be looking for students' journal answers, survey results, and discussions during class meetings to align with the observations I am making.

Through the practice of collecting multiple forms of data, the credibility and validity of the study will be increased, thus allowing the results of the study to show more realistic and valid data.

Validity

A study measures the response of participants to a specified implemented variable. To obtain valid results, studies are planned and structured to minimize the effects of external variables other than the intended variable. The four main components that determine and can influence the validity of a study are the control variable, independent and dependent variables, and constants. These four main components must to be existing and acknowledged to label a study valid. The types of validity that are applicable to my study is:

- **Credibility** – The plausibility of the research findings for the context that was studied.

- Transferability – The extent to which results of a study are applicable to other contexts and other individuals.
- Dependability – The degree to which research results would replicate with the same or similar participants and/or contexts.
- Confirmability – Showing that results are an accurate representation of what occurred rather than the result of the researcher’s bias, motivation, or interest.

Based on the above types of validity I would plan on increasing my validity through:

- Data Collection - Academic scores will be collected 2 times during the year
- Biases Made Clear – I will present any biases I may have at the beginning of the study
- Accurate Data Recording – I will keep track of all data collected on a secured laptop
- Persistent and Prolonged Observation – I will observe the students daily during the study, for a period of 3 months
- Check in With the Students and Staff – There will be weekly check-ins with both staff and students involved in the study
- Debriefing – There will be a debriefing at the end of the 3-month study period

Baseline data is the backbone of the research, if it is not appropriately and sufficiently collected than there is no way to validate the new data being collected. You must know where the students are coming from, to see where they are going and what has impacted them along the way.

Results

Prior to the beginning of the study, I sent home paperwork to inform both the parents and students about the study, its content, assessments, and asked for volunteers for the study (the students). Both parents and/or their student could agree or decline to have the student participate

in the study. Signed permission forms were received before I sat down and introduced the study to the students. Some of the students were not present for full participation in the study due to either being absent (for various reasons) or having been pulled out to partake in education enrichment activities per their IEP or 504 plans.

At the beginning of the study, in January, I introduced the topic, plans, and purpose for the study to the students. Students were given an “Emotions Classwork Packet” (Appendix F), which would be completed as the class progressed through the study. They also received the two emotional regulation strategies to place on their desks for reference throughout the study. As a group we discussed what the strategies were, how to use them, and what to do if they needed assistance during the study with the strategies. I reviewed the packet contents with the students, explained the scheduling for the study, shared the questions that would be discussed during the class meetings, and what would be required to complete the student surveys and weekly journal prompts. The students were informed that their i-Ready test scores from December and March would be used during the study to evaluate if there had been any change due to the implementation of the two emotional regulation strategies.

Assessment #1 – Pre- and Post i-ready Data

The students’ i-Ready assessments were split into two categories – reading and math. They were tested on separate days for each of these categories. The separation of testing times may influence the scores the students’ received. Other influencing factors are – student’s reading levels, any IEP or 504 diagnoses, students rushing through the test, student’s belief of the value of the test, and student anxiety levels regarding the test. Students had previously taken both assessments in September, so they were familiar with the testing format and time frames.

Scores from the December i-Ready assessment in **reading** show the range of student scores to be 415-592, which correlates to a Kindergarten-3rd Grade level ability span (Appendix G). Since there is such an obvious disparage amongst the scores going individually, a tiered look is more concise to look at. Based on the tiered view (Appendix H), Tier 1 – on or above level consisted of 13 students, Tier 2 – 1 level below consisted of 4 students, and Tier 3 – 2 or more levels below consisted of 5 students. Scores from the March i-Ready assessment in reading show the range of student scores to be 457-589, which correlates to a 1st Grade-3rd Grade level ability span (Appendix G). There is a decrease in disparage amongst the scores going individually in comparison to the December scores, although a tiered look is more definitive to look at. Based on the tiered view (Appendix H), Tier 1 – on or above level consisted of 19 students, Tier 2 – 1 level below consisted of 2 students, and Tier 3 – 2 or more levels below consisted of 1 students. The change in tier levels for the students was positive for students reaching at or above level status. The few students who remained at the lower tiers were expected due to IEP diagnosed limitations or ELL standing. Three students declined in their scores between the two testing dates. I believe this was due to the students rushing through the testing process.

Scores from the December i-Ready assessment in **math** show the range of student scores to be 415-496, which correlates to a 2nd Grade-3rd Grade level ability span (Appendix I). Looking at the scores individually is more complex; a tiered look is more concise to look at. Based on the tiered view (Appendix J), Tier 1 – on or above level consisted of 10 students, Tier 2 – 1 level below consisted of 10 students, and Tier 3 – 2 or more levels below consisted of 2 students. Scores from the March i-Ready assessment in reading show the range of student scores to be 429-531, which correlates to a 2nd Grade-5th Grade level ability span (Appendix I). There is an increase in disparage amongst the scores going individually in comparison to the December

scores, so a tiered look is more concise to look at. Based on the tiered view (Appendix J), Tier 1 – on or above level consisted of 16 students, Tier 2 – 1 level below consisted of 6 students, and Tier 3 – 2 or more levels below consisted of no students. The change in tier levels for the students was distinctly positive for students reaching at or above level status. The students who remained at Tier 2 were expected due to IEP diagnosed limitations, ELL standing, and lack of effort put forth during testing. Only one student declined in their score between the two testing dates. I believe this was due to the student rushing through the testing process.

Based on the i-Ready assessment scores, it appears the students possess stronger math skills than reading skills, on average. The data does show the students' scores, on average, did increase after the implementation of the two emotional regulation strategies.

Assessment #2 – Weekly Journal Prompts

The weekly journal prompts the students were asked to complete was a one-page journal entry asking them to circle the emotion they were feeling, write the date, and explain why they were experiencing the emotion they circled at the top of the page. Throughout the study the total number of listed emotions the students journaled about were as follows:

- Joyful – 86 responses
- Angry – 7 responses
- Disgusted – 4 responses
- Fearful – 3 responses
- Sad – 12 responses
- Excited – 1 response

Based on the responses shared by the students, Joyful was the easiest emotion to talk about. It is rather difficult to share any of the other emotions listed, especially for a 3rd Grade

student, since our society and norms do not positively reinforce the idea of people sharing more personal emotions with others. Joyful is a rather open emotion and easy to find examples of to share with others. Also, when someone shares a happy or joyful situation, others tend to look positively toward the sharer. While when a person shares a sad, angry, or disgusted response people tend not to want to interact or talk with the sharer. Fear is the hardest emotion to share with others, since in our society fear is looked at as a weakness. Weaknesses are frowned upon by mainstream society, and so children especially will not share their fears as they age. When they are young (infant to around 1st Grade), children tend to be more open with sharing their fears. This is due to other children their age also having the same fears or being more forthcoming with their own fears. But as the children age, they adjust to societal norms and clam up about more “private” emotions and tend to only share surface level emotions. Most people can find something that made them happy or joyful during their daily routine, but to be able to delve deeper and go below the “surface” to find more personal emotions to share is difficult. In many ways I believe the students were sharing either emotions they believed I wanted to see or easy ones to identify and write about.

Assessment #3 – Class Meetings

Class meetings were held for 15-20 minutes every Friday. During these meetings the class discussed events that occurred during the week, and delved into learning about a specific emotion. While learning about each of the emotions, the class answered questions about the emotion such as:

- What events happened this week that you would like to share or discuss with the class?
- Let us discuss the emotion of: _____.
 - What do you think it is?

- How do you think it feels?
- How can someone express it appropriately versus inappropriately?
- How can it affect others?
- How can a student deal or handle this emotion?

Many of the students chose to play the role of the observer during the class meetings, and not share events that occurred or ideas about the emotions being discussed. While talking about certain emotions (mainly anger, fear, and sadness) some of the students declared they would not talk about “those emotions”. Some of the students stated that they “never feel that” or “never have to deal with” those emotions. I believe they may not be aware of what the emotion is, are too embarrassed or scared to share their thoughts, or have been told not to talk about certain emotions with others. Participation during the class meetings was basically comprised of the same students each week, who did not have any trouble sharing or giving their opinion of each emotion. Some of the students, mainly the boys, tended to try and crack jokes or make the discussion turn silly while talking about the emotions. They were asked to “please respect the other students who wanted to learn and discuss the topic at hand”. Students were quite capable of sharing various ways students could handle or deal with each emotion. Also, they never ran short of examples of what can trigger or cause an emotion. When asked about “how do you think it feels?”, many of the students proceeded to give physical manifestations of the emotions (stomach hurt, shaking, shivers, get sick, cry, face gets red, throat closes). These were quite astute observations in my opinion. The students seemed to struggle more with the concepts of how a student could appropriately versus inappropriately deal with these emotions, and how someone experiencing this emotion could affect others. Even though the class meetings were restricted by time available, the students mostly stayed on task and focused on the emotion being discussed.

During our last class meeting, or debriefing, I asked the students if they felt the two strategies or tools helped them with their academics, and more of the class responded in the positive versus negatively. When asked “what could I change to improve the experience?” students shared these suggestions: add games, find examples from books/movies/real life/etc., put the meetings at a different time in the school day schedule, include art projects, give students time during school to complete the journal entries and surveys, and write a class book about emotions. Many of these suggestions are valid and quite interesting to think about, although some of them would require there to be a much larger portion of time allotted to this subject than was currently allowed. The only question asked at the end of the meeting was – how do you use the tools? This was asked by a student who was either absent for most of the meetings or not listening/participating during the meetings when they were present.

Assessment #4 – Student Surveys (Appendix K)

Each week the students were given a one-page survey to fill out which asked questions about the tools or strategies shared during the beginning of the study, they are as follows:

- Have you used the mood scale or “think-moment” tools?
- If yes, have they helped you?
- If no, why not?
- How many times have you used the tools in the last week?
- Do you have any questions about the tools or how to use them?
- Do you need any help with anything?

The breakdown of the number of students who completed the surveys, number of questions asked, number of students who used tools, and the average number of tools used by week is shown on Table 5 in Appendix K. The responses were consistent each week on the

students who completed their work. The number of students, boys versus girls, was proportionate to the classroom ratio of 22 students (13 boys and 9 girls). The highest response level was at the beginning and end of the study. During the middle, the students appeared to lose interest or forget to turn in their work. The most number of questions asked was the second week of the study, from either the students who were absent the previous week or did not pay attention when directions were being given. The rest of the questions asked all had to do with being absent or not paying attention in class. This was a constant hinderance for all subject areas with this group of students. Of the students who did complete the work, usually less than half stated they used the tools. The students who said they did use the tools, was consistent from week to week. More girls used the tools in comparison to boys. The girls also stated the tools were helpful, where the boys who did say they used the tools stated the tools didn't help at all. More boys asked questions (7 questions) versus the girls (5 questions). The questions came from the same students each time. Even when I responded to the questions, both written and orally, the students continued to struggle with either understanding or remembering the answer given. The most number of tools used on average (3.625) was during week 3 of the study, which does not correlate to anything happening at school, so it must have occurred outside of school hours. Participation of the student utilizing the tools each week decreased throughout the study. I believe the students either lost interest in participating in the study over time or they became lazy and wanted to put in minimal effort for participation. Another option is the students did not want others or myself to see that they were using the strategies or tools so they wrote down they weren't using them, but then used them covertly. I can always hope the latter reason is possible, so I do not feel that I let the students down with my instruction. Either way the numbers did decrease, and the students whose i-ready scores decreased did not participate in the surveys.

Assessment #5 – Student Observation

Observing the students throughout the study, I found the students who used the strategies at school were consistent. I was continually requested by certain students regarding how to accurately use the strategies, so they could gain the most out of them considering this was the first exposure they had to this type of self-regulation learning (SEL) and emotional regulation tools. Although, I did observe that these students did not use the strategies they asked about after we discussed how to best utilize them. For those students who stated they had used the strategies on their surveys, it was not explicit during school hours. After talking with the students, I found more of them stated they used the strategies at recess, after school, or at home. I would have preferred the students to use the strategies during class time, but I do understand it is difficult to predict when situations would arise where the strategies would be useful or most beneficial. There were times in class when I found a student struggling emotionally or in dealing with situations where I tried to encourage them to use their mood-scale or think-moment tools to help resolve the situation they are in. When I sat down with the students during their more stressful situations, they did use the strategies while I was there. I did notice a few of the students I worked with, stopped using the strategies once I left their side. This type of assessment is not proving to be as beneficial as the previous ones listed above for calculating the amount of time the students participated in utilizing the emotional regulation tools.

Discussion**Conclusions**

Based on the i-Ready assessment data results, most of the students did increase their scores after the emotional regulation strategies were implemented. This data supports the purpose of the study and answers the question posed, will student's academic scores increase

after they learn to use emotional regulation tools? The amount of increase the students achieved varied amongst the students, mainly due to their current skill levels in the areas of reading and math. For the students whose scores decreased after the implementation of the emotional regulation strategies, I believe this was due to poor test taking skills and not the strategies introduced in the study. Although, if these students had utilized the strategies while taking the tests, their scores may not have declined. This is just speculation though.

The weekly journal prompts appeared to elicit more thorough responses from the students regarding identifying emotions and how they dealt with those emotions. This supports the effectiveness of the intervention. Student surveys were a less impactful intervention. The surveys fluctuated in responses and completion levels. Many of the students stated they just did not use the tools, because they never have issues with emotions. This is factually inaccurate, seeing as everyone has emotions to deal with. Although they may not use these two emotional regulation tools. The feeling I perceived from the student surveys was the students were either not wanting to talk about their emotions, struggling with identifying the emotions, or just telling me what they felt I wished to hear. Of course, I just wanted the truth from the students, but everyone knows it is hard for students to share the whole truth or any perceived weaknesses with their teacher or other authority figure. This complication may minimize as students' progress through school and age, since gaining experience and awareness they may feel more capable of showing their true self and not a protective front. If I were to conduct this study in the future, I would make the surveys more random and simple to understand.

Class meetings appeared to have a positive impact on the students regarding the purpose of the study and show the strategies effectiveness. Students participated, although at varying levels, to what was asked during the meetings and gave valid responses which assisted everyone

in understanding the content being discussed. This intervention proved to be a positive part of the study process.

It is my hope that someday all of society will be more accepting of the entire spectrum of emotions, and eliminate the preconceived idea that sharing or talking about emotions is not acceptable. My belief is that this backward thought process is leading our society to more diagnoses of mental disorders, emotional issues, self-harm, suicidal tendencies, and outright violence against others than should be present in our society.

Implications or relevance

This study will assist the educational field to understand the most important component – the students. Students are not just their academic scores, but fully complex beings. They feel all the same emotions as adults, although they are usually not able to give a label to their emotions as accurately as some adults can. Through this study I could see how being able to put a label on their emotions and appropriately deal with them influenced the students' academic levels. My philosophy of teaching has been – teach to the whole child, not just the academics. By incorporating the emotional side with this study, I could see more facets of my students than I initially thought. Teachers have many roles to play with their students – instructor, confidant, role model, supporter, etc. By having so many roles to deal with teachers need all the available strategies and information as possible. Using self-emotion regulation by the students, teachers can deal with other aspects of the educational puzzle. This enables teachers to see and teach to the whole child. When a student graduates to the next grade, the new teacher is mainly given academic information about the student, plus some gossip on how they were in the prior grade. Using these techniques teachers can pass along more meaningful and substantive information about the student to their future teachers.

Limitations

During this study some of the factors that were a hinderance to having successful collection of data were – IEP/504 plans, students’ maturity level regarding discussing emotions, scheduling conflicts due to limited time availability, student listening skills, student testing, and language restrictions due to ELL.

IEP and 504 plans hindered some of the students’ ability to participate in the study for multiple reasons. Some of the reasons were the students were not present during instruction due to being pulled out for academic enrichment activities, therapy, or counseling. Another reason is the student’s diagnoses was limiting their ability to either interact appropriately, comprehend the concepts being discussed, or having the necessary skills to apply the strategies implemented.

Since this study was conducted in a third-grade class, mainly comprised of 8- and 9-year old students, the maturity level when discussing emotions or any other psychological topic was met with snickers, laughter, rude comments, and blank stares. When certain emotions were discussed, select students stated they would not discuss certain emotions, or others make jokes and silly comments. It appeared that some of the students were trying to seriously understand and participate with the study, but they also did not want to feel exiled from the others by engaging too much.

The time allotted to the study was not adequate for sharing the information necessary to progress through the packet completely. This was due to limited availability in the already oversaturated schedule dictated by the district/school. I was unable to truly go in-depth about how to thoroughly utilize the strategies and apply them to various scenarios. When discussing the emotions, the level of depth was minimal and it felt as if we were just glossing over each emotion.

A major limitation to the study was the students' listening skills. Most of the time they appeared to be absent from the lessons. I would give instruction and some of the students would keep asking "where are we" or "what are we supposed to be doing?" This led to delayed completion of tasks, and repetitive instruction. I am unsure if this was due to age, student diagnosis, inattentiveness, or lack of respect for the topic being discussed.

Some of the students did not take the i-Ready assessment testing seriously, which effected their scores. Some rushed through the testing just clicking and not completing the assigned tasks. Others struggled with the testing due to IEP/504 issues, which were impeding these students from performing at their potential on the test.

The final limitation for a few of the students was language restriction based on ELL status. For these students they did not fully comprehend what was being discussed because they struggled with translating what they thought or wanted to say into English, and there was no one around who could assist with translation. I tried to simplify the concepts as much as I could, but some of the terms and concepts were lost in translation.

I feel these limitations were a hinderance to the study and may have altered the outcome regarding the participation levels and performance of the students.

Recommendations

In my opinion, I believe this study would benefit both the teacher and the students by being implemented earlier in the school year. If the project was introduced and discussed at the beginning of the school year, I believe there would be more buy in from the students and less confusion about the assigned tasks. Since emotions can be rather daunting for children and adults to openly discuss, by having an earlier introduction to the topic the students may feel more comfortable discussing their emotions later in the school year. The teacher could introduce the

study or topic with an overview of the various emotions at the beginning of the year, and then move on to specifically focus on one emotion each month, so students can locate real-life examples to correlate with the teaching.

Also, the amount of time spent on discussing and working with the project should be increased from the limited amount given during this action research study (15-20 minutes a week). Ideally the time spent on class discussion would be closer to 45 minutes to an hour, this way the discussion could delve deeper into the emotion being discussed and not have the students look at the information superficially. If applicable, the teacher could incorporate the study into other areas of the curriculum, so the students would have more examples or evidence to understand the emotion topic being discussed. This may let the students feel more at ease with discussing their emotions if they had more real-life connections to relate with.

Focusing on the emotional regulation strategies, or tools, I would have simple instructions available for the students to use to fully understand how to incorporate them into their educational learning. I would also have an “safe space emotions station” set up in the classroom, where students can find out more about the strategies, emotions, and other coping strategies available to them. Students could use this area as a “time out” or “calming spot”, as well as being informative.

Based on these recommendations, if I were to attempt this study again with another group of students, I would start earlier and make it less uncomfortable for the students. I would go more in-depth on how to use the strategies or “tools” shared with the students. I would try to have real-life examples available to the students so they can relate without feeling they must share personal stories if they do not wish to. I would also look at other areas of testing or assessing their academic levels in correlation to the strategies being used in class. The i-ready

program is quite complimentary to the study, but I feel there could be other factors at play when viewing the entire academic student. Testing days may not be the best example of what they can do.

I believe it is important for a teacher to be able to see and deal with all aspects of their students, and a major component of any individual is their emotions. This is especially true for children since they may not be aware or able to label and discuss what they are feeling or thinking. If we can assist students with understanding what they are feeling and who they are, then we may be able to see them soar academically. The main problem I had with many of my students was their anxiety about school and social situations. By helping them label what they are feeling the student can overcome the anxiety and be able to reach their true potential, both personally and academically.

References

Berg, C., & Lick, P. (2001). Literacy and emotions: Data analysis from the Dudelage project.

Retrieved from <https://eric.ed.gov/?q=literacy+and+emotions&ft=on&id=ED459455>

Chapin, K. (2015). The effect of emotional intelligence on student success. *Journal of Adult*

Education, 44(1), 25-31. Retrieved from

<https://eric.ed.gov/?q=krysta+chapin&ft=on&id=EJ1072926>

Crayons & Compliance. (2017). Inside out feelings and calm down worksheet. Retrieved from

<https://www.crayonsandcompliance.com/2017/10/18/inside-out-feelings-and-calming-strategies-worksheets/>

Deimann, M., & Bastiaens, T. (2010). The role of volition in distance education: An exploration

of its capacities. *International Review of Researching Open and Distance Learning*,

11(1), 1-16. Retrieved from

<https://eric.ed.gov/?q=the+role+of+volition+in+distance&ft=on&id=EJ881575>

Gonzalez, G., & Leticia, M. (2013). Learning goals and strategies in the self-regulation of

learning. *US-China Education Review A*, 3(1), 46-50. Retrieved from

<https://eric.ed.gov/?q=learning+goals+and+strategies&ft=on&id=ED539959>

Hagenauer, G., & Hascher, T. (2014). Early adolescents' enjoyment experienced in learning

situations at school and its relation to student achievement. *Journal of Education and*

Training Studies, 2(2), 20-30. Retrieved from

<https://eric.ed.gov/?q=early+adolescence+enjoyment&ft=on&id=EJ1055108>

Higgins, J. (2015). Bellevue schools teach emotional smarts to help boost academic success.

Seattle Times Education Lab. Retrieved from [https://www.seattletimes.com/education-](https://www.seattletimes.com/education-lab/bellevue-schools-teach-emotional-smarts-to-help-boost-academic-success-2/)

[lab/bellevue-schools-teach-emotional-smarts-to-help-boost-academic-success-2/](https://www.seattletimes.com/education-lab/bellevue-schools-teach-emotional-smarts-to-help-boost-academic-success-2/)

i-Ready. (2017). I-Ready scale score placement tables (2017-2018 school year). Retrieved from

<http://www.aps.edu/assessment/i-ready-documents/i-ready-placement-tables>

Jones, S.M., & Bouffard, S.M. (2012). Social and emotional learning in schools: From programs to strategies. *Social Policy Report*, 26(4). Retrieved from

<https://eric.ed.gov/?q=social+and+emotional+learning+in+schools&ft=on&id=ED54020>

3

Mathematicshed.com. (2017). Inside out emotions packet. Retrieved from

<http://www.mathematicshed.com/miscellaneous.html>

Mooney, P. Ryan, J.B., Uhing, B.M., Reid, R., & Epstein, M.H. (2005). A review of self-management interventions targeting academic outcomes for students with emotional and behavioral disorders. *Journal of Behavioral Education*, 14, 203-221. Retrieved from

<https://link.springer.com/article/10.1007%2Fs10864-005-6298-1>

Nicolaou, C.T., Evagorou, M., & Lymbouridou, C. (2015). Elementary school students' emotions when exploring an authentic socio-scientific issue through the use of models. *Science Education International*, 26(2), 240-259. Retrieved from

<https://eric.ed.gov/?q=elementary+school+students+emotions&ft=on&id=EJ1064042>

O'Conner, R., De Feyter, J., Carr, A., Luo, J. L. & Romm, H. (2017). A Review of the literature on social and emotional learning for students ages 3-8: Outcomes for different student populations and settings (Part 4 of 4). *Regional Educational Laboratory Mid-Atlantic*.

Retrieved from <https://eric.ed.gov/?q=a+review+of+the+literature&ft=on&id=ED572724>

Park, M. (2014). Increasing English language learners' engagement in instruction through emotional scaffolding. *Multicultural Education*, 22(1), 20-29. Retrieved from

<https://eric.ed.gov/?q=increasing+english+language+learners%27+engagement&ft=on&id=EJ1065395>

Randler, C. (2009). Association between emotional variables and school achievement.

International Journal of Instruction, 2(2), 3-10. Retrieved from

<https://eric.ed.gov/?q=association+between+emotional&ft=on&id=ED524112>

Seattle Public Schools. (2018). Meta moment. Retrieved from

https://www.seattleschools.org/academics/curriculum/ruler/meta_moment/

Simon, R.A., Aulls, M.W., Dedic, H., Hubbard, K., Hall, N.C. (2015). Exploring student

persistence in STEM programs: A motivational model. *Canadian Journal of Education*,

38(1). Retrieved from

<https://eric.ed.gov/?q=exploring+student+stem&ft=on&id=EJ1057949>

Turner, J.E., & Husman, J. (2008). Emotional and cognitive self-regulation following academic

shame. *Journal of Advanced Academics*, 20(1), 138-173. Retrieved from

<https://eric.ed.gov/?q=emotional+and+cognitive+self-regulation&ft=on&id=EJ835871>

Tzohar-Rozen, M., & Kramarski, B. (2014). Metacognition, motivation, and emotions:

Contribution of self-regulated learning to solving mathematical problems. *Global*

Education Review, 1(4), 76-95. Retrieved from

<https://eric.ed.gov/?q=metacognition%2c+motivation&ft=on&id=EJ1055263>

Waajid, B., Garner, P.W., & Owen, J.E. (2013). Infusing social emotional learning into the

teacher education curriculum. *International Journal of Emotional Education*, 5(2), 31-48.

Retrieved from <https://eric.ed.gov/?q=infusing+social+emotional&ft=on&id=EJ1085617>

Appendix A

“Mood Scale” Emotional Regulation Tool

The graphic is a vertical thermometer-like scale with four distinct color bands. From top to bottom: a red band with the character Anger, an orange band with the character Fear, a yellow band with the character Sadness, and a green band with the character Joy. To the right of each band is a corresponding colored box containing text describing the emotion and a sample phrase. The background of the entire graphic is a pattern of small, multi-colored dots.

EMOTIONAL THERMOMETER.

Angry / aggressive
'I need some help'

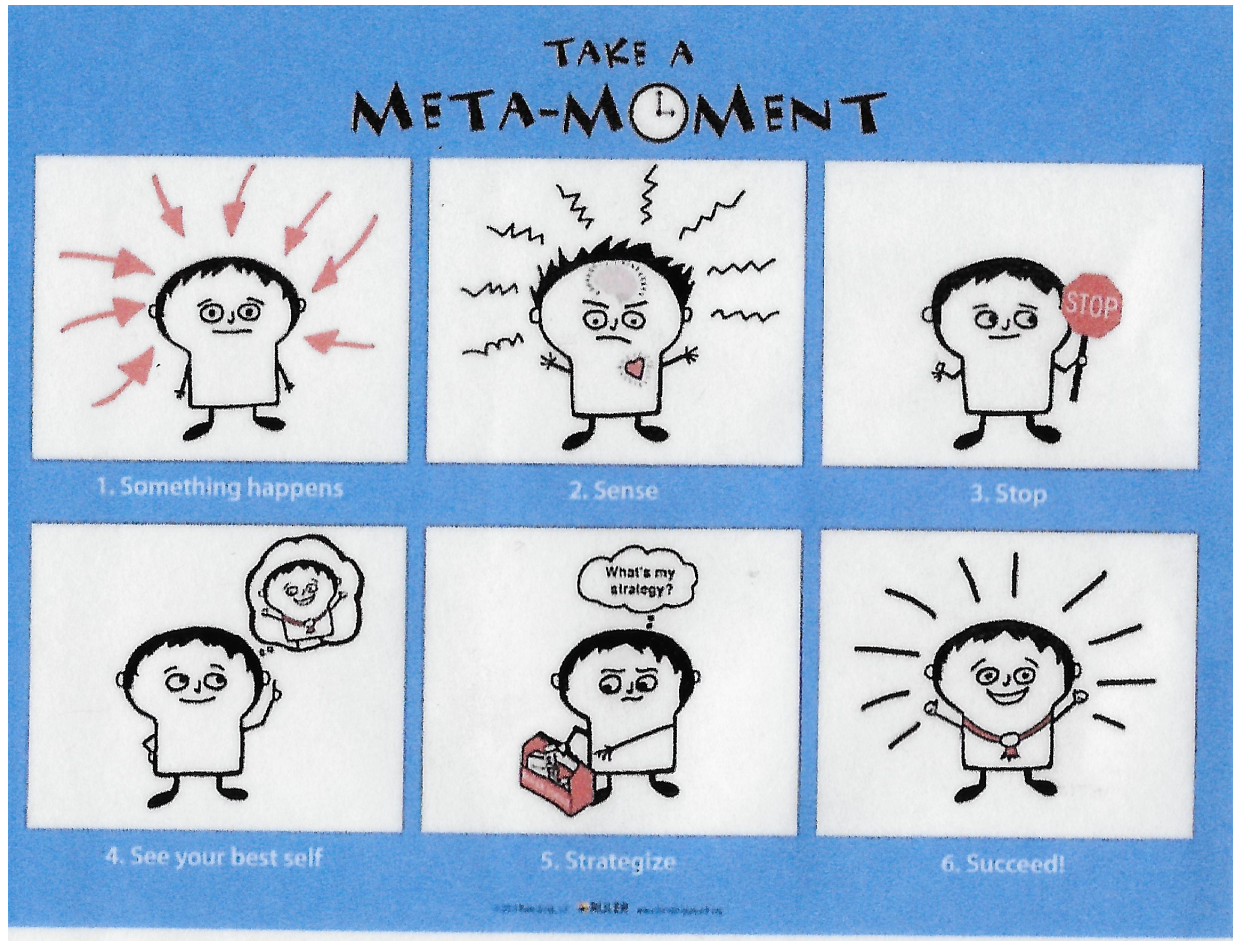
Scared / anxious / lonely /
worried

Sad / Unhappy.
I've got a problem

Happy / calm /proud /
relaxed / excellent /
awesome / great/ smart/
'feeling good'

Appendix B






“Think-Moment” Emotional Regulation Tool



Appendix C

Weekly Journal Prompt Assessment

TODAY I AM FEELING

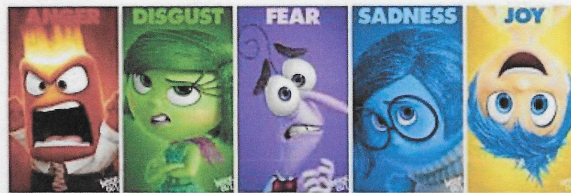
 **JOYFUL**  **ANGRY**  **DISGUSTED**  **FEARFUL**  **SAD**

BECAUSE date _____

Appendix D

Class Meeting Questions

CLASS MEETING QUESTIONS



1. What events happened this week that you would like to share or discuss with the class?

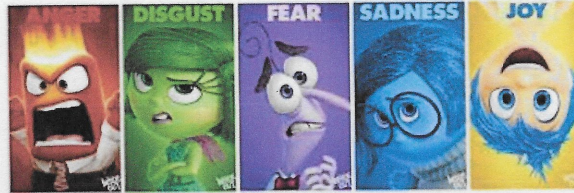
2. Let us discuss the emotion of: _____.

- What do you think it is?
- How do you think it feels?
- How can someone express it appropriately versus inappropriately?
- How can it affect others?
- How can a student deal or handle this emotion?

Appendix E

Student Survey Assessment

STUDENT SURVEY



1. Have you used the mood scale or “meta-moment” tools? _____

- If yes, have they helped you?

- If no, why not?

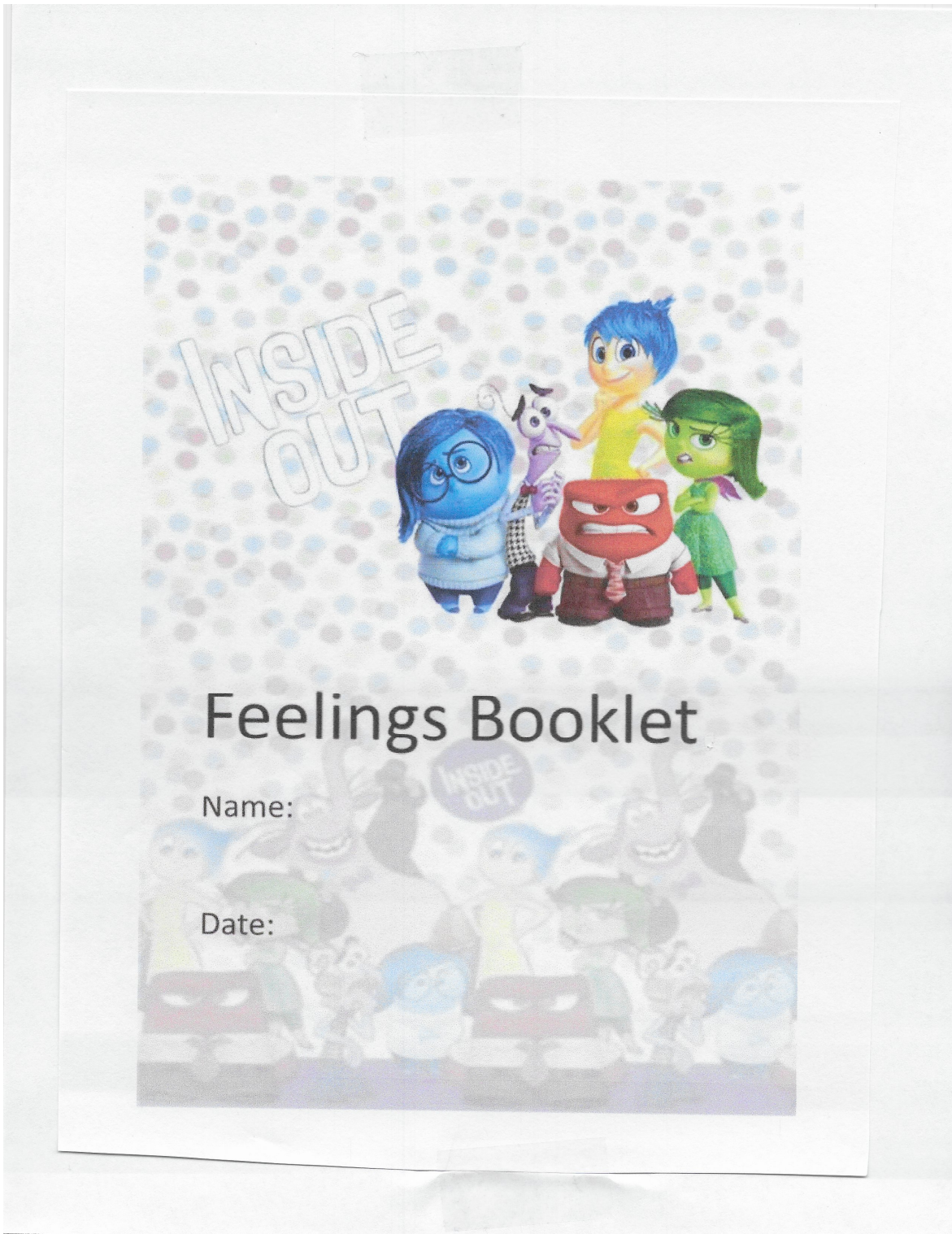
2. How many times have you used the tools in the last week? _____

3. Do you have any questions about the tools or how to use them?

4. Do you need any help with, or to talk about anything?

Appendix F

Emotions Classwork Packet – 7 Pages (Page 1)



Appendix F

Emotions Classwork Packet – 7 Pages (Page 2)

 <p>JOY</p> <p>JOYFUL INTERESTED PLAYFUL CONFIDENT LOVING SENSITIVE COURAGEOUS HOPEFUL</p>	<p>SADNESS</p> <p>SAD BORED SLEEPY UNHAPPY IGNORED GUILTY LONELY ALONE</p> 
<p>SURPRISED</p>  <p>STARTLED CONFUSED AMAZED EXCITED SHOCKED ASTONISHED EAGER DISMAYED</p>	<p>MAD JEALOUS EMBARRASSED FURIOUS IRRITATED WITHDRAWN FRUSTRATED SKEPTICAL</p>  <p>ANGER</p>
 <p>DISGUST</p> <p>AWFUL DISAPPOINTED HESITANT REVOLTED LOATHING JUDGEMENTAL</p>	<p>FEAR</p>  <p>HUMILIATED REJECTED WORTHLESS INSECURE ANXIOUS SCARED</p>

HOW ARE YOU FEELING TODAY?

Appendix F

Emotions Classwork Packet – 7 Pages (Page 3)



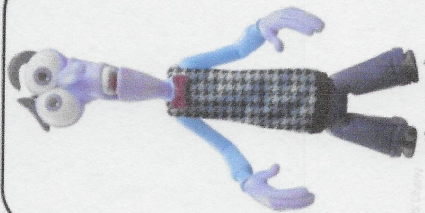

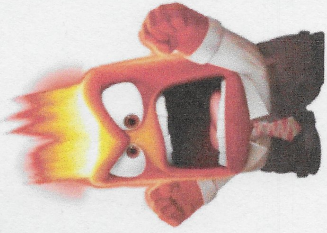
The image shows two identical worksheet templates arranged vertically. Each template consists of four main sections:

- Emotion:** A rounded rectangular box at the top for writing the name of an emotion.
- What this word means...** A horizontal box below the emotion name, containing two horizontal lines for writing a definition.
- What makes me feel this way...** A vertical box on the left side of the lower half, containing five horizontal lines for writing factors that trigger the emotion.
- Draw it!** A large vertical box on the right side of the lower half, intended for drawing a visual representation of the emotion.

Appendix F


Emotions Classwork Packet – 7 Pages (Page 4)


What Makes you Feel?

 Joy / Happy
 Disgusted.
 Scared.
 Sad.
 Angry.


Appendix F

Emotions Classwork Packet – 7 Pages (Page 5)


If You're  and You Know It...

 **ANGRY**


1. Walk away
2. Take 10 deep breaths
3. Drink water
4. Count how many things you see that are red
5. Talk to a friend or teacher.

 **Sad**

1. Take 5 deep breaths
2. Sing a song in your head
3. Count how many things you see that are blue
4. Write about how you feel
5. Talk to a friend or teacher.

 **SCARED**

1. Take 5 deep breaths
2. Recall a happy memory
3. Count how many things you see that are purple
4. Draw a picture
5. Talk to a friend or teacher.

 **Happy**

That's wonderful!
Keep up the good work!

FB / My Little Villagers
www.MyLittleVillagers.com

Appendix F

Emotions Classwork Packet – 7 Pages (Page 6)

Inside Out Feelings and Calm Down Worksheet



I might feel:

To calm down, I can:



I might feel:

To calm down, I can:



I might feel:

To calm down, I can:

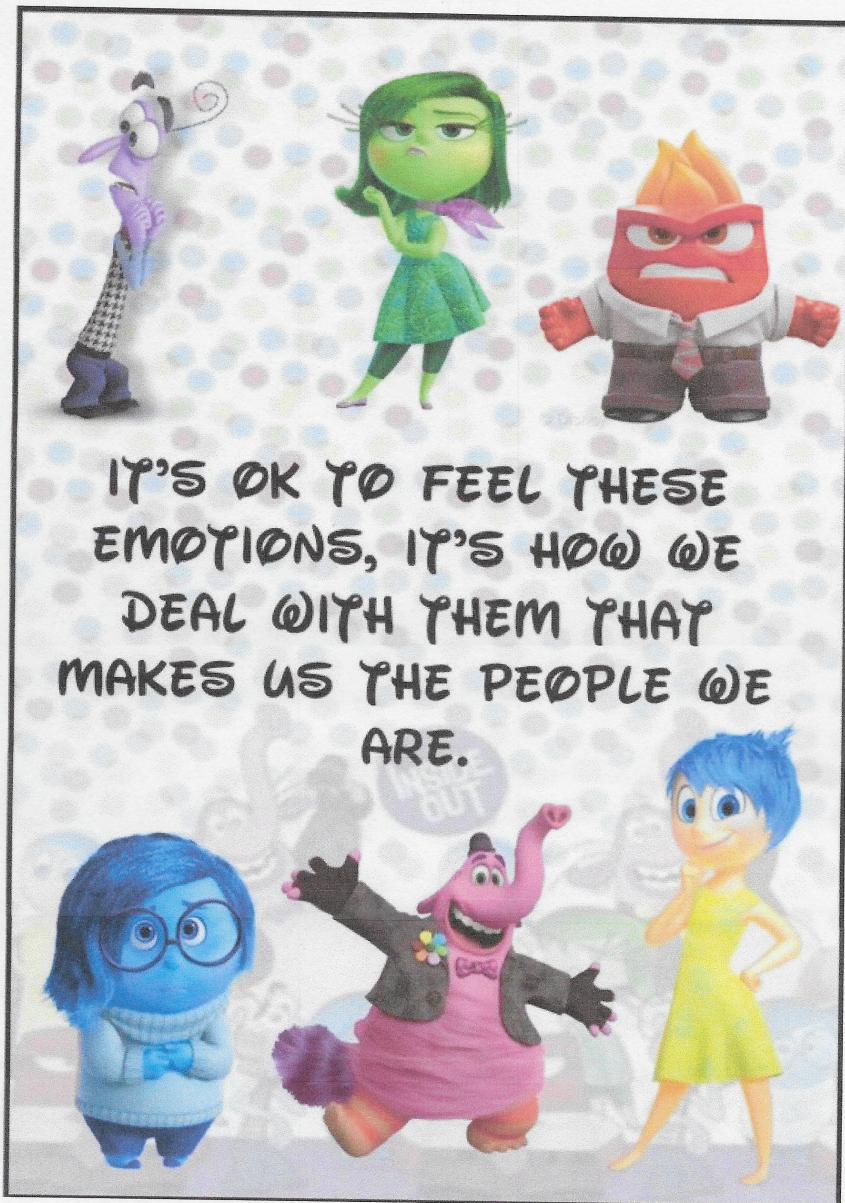


I might feel:

To calm down, I can:

Appendix F

Emotions Classwork Packet – 7 Pages (Page 7)



Appendix G

i-Ready Reading Assessment Data Scores

Table 1

i-Ready Reading Assessment Data Scores

Student	December	March	% Change
Student A	442	457	+15
Student B	511	515	+4
Student C	486	529	+43
Student D	541	568	+27
Student E	592	589	-3
Student F	542	536	-6
Student G	549	585	+36
Student H	459	516	+57
Student I	503	512	+9
Student J	575	569	-6
Student K	552	586	+34
Student L	524	551	+27
Student M	415	474	+59
Student N	523	533	+10
Student O	550	562	+12
Student P	502	516	+14
Student Q	495	521	+26
Student R	536	557	+21
Student S	423	474	+51
Student T	468	568	+100
Student U	566	585	+19
Student V	553	578	+25

Note: Highlighted students had a decrease in their scores over the study period. The reading placement levels are – Level K (100-418), Level 1 (419-473), Level 2 (474-510), and Level 3 (511-602). The on-level ranges for 3rd Grade is – Early (511-544), Mid (545-560), Late (561-602).

Appendix H

Tiered Breakdown of Students Based on i-Ready Data (Reading)

Table 2

Tiered Breakdown of Students Based on i-Ready Data (Reading)

Tier Level (based on 3 rd Grade)	December	March	Level Change
Tier 1 - On or Above Level	13	19	+6
Tier 2 - 1 Level Below	4	2	-2
Tier 3 – 2 or More Levels Below	5	1	-4

Appendix I

i-Ready Math Assessment Data Scores

Table 3

i-Ready Math Assessment Data Scores

Student	December	March	% Change
Student A	434	447	+13
Student B	446	471	+25
Student C	452	467	+15
Student D	452	467	+15
Student E	457	475	+18
Student F	433	460	+27
Student G	463	496	+33
Student H	415	433	+18
Student I	443	467	+24
Student J	456	465	+9
Student K	478	485	+7
Student L	441	447	+6
Student M	406	447	+41
Student N	439	446	+7
Student O	454	466	+12
Student P	430	453	+23
Student Q	416	429	+13
Student R	496	531	+35
Student S	420	454	+34
Student T	407	460	+53
Student U	483	510	+27
Student V	459	452	-7

Note: Highlighted students had a decrease in their scores over the study period. The math placement levels are – Level K (100-386), Level 1 (387-412), Level 2 (413-448), Level 3 (449-516), Level 4 (517-526), and Level 5 (527-540). The on-level ranges for 3rd Grade is – Early (449-463), Mid (464-506), Late (507-516).

Appendix J**Tiered Breakdown of Students Based on i-Ready Data (Math)**

Table 4

Tiered Breakdown of Students Based on i-Ready Data (Math)

Tier Level (based on 3 rd Grade)	December	March	Level Change
Tier 1 - On or Above Level	10	16	+6
Tier 2 - 1 Level Below	10	6	-4
Tier 3 – 2 or More Levels Below	2	0	-2

Appendix K**Emotions Work Completion, Questions about Tools, and Tools Usage**

Table 5

Emotions Work Completion, Questions about Tools, and Tools Usage

Week of Research with Homework	Number of Students Who Completed Work	Number of Students with Questions	Number of Students Who Used Tools	Average Number of Times Tools Used
1	15/22	0	15/15	2.8
2	21/22	7	12/21	2.5
3	17/22	1	8/17	3.625
4	19/22	2	9/19	1.89
5	18/22	1	8/18	2.5
6	17/22	1	6/17	2.67
7	20/22	0	7/20	2.86

Author's Note

Coming from a background in psychology, as I journeyed towards my career in teaching I found there to be many similarities between the two fields. During my experiences in the classroom so far, I have utilized my previous education and knowledge to deal with many situations that occurred in my classroom. As a mother of three children, who have quite different learning styles and emotional regulation capabilities, I found this topic of research to be quite relevant and informative. When dealing with a classroom of such varied personalities, it helps to be able to have a singular focus for dealing with the emotional dramas which inevitably happen. By teaching the students tools to help them self-assess and regulate their emotions, as a teacher I could spend more time teaching instead of putting out the fires which arose from daily misunderstandings and misbehaviors. I look forward to continuing to use these tools with my future students.