'Thinking about our feelings': A pedagogical innovation centred on the skills of emotional intelligence with Third Culture Kids

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Abstract

This thesis explores through a case study approach how an intervention based on the skills of emotional intelligence affects Third Culture Kids at a British school in Asia. In comparison to peers growing up in their home country, Third Culture Kids face challenges during their formative years presented by high mobility and exposure to a range of cultures. At the school studied, issues with high mobility and high levels of transition seem to manifest themselves in exclusion and a lack of empathy between peers. In the absence of established support networks, extended families and external agencies, members of staff at the expatriate school studied generally feel an increased responsibility towards their pupils and their pupils' families. In view of this, an intervention based on the competencies of emotional intelligence was investigated as an option for providing social and emotional support for pupils in this context.

A Year 5 class, aged 9–10, completed activities from a bespoke intervention based on four competencies of emotional intelligence from the Six Seconds model. Pre-intervention and post-intervention data was collected from the pupils. Quantitative data was generated from the Self Description Questionnaire and the Six Seconds Emotional Intelligence–Youth Version questionnaire. Qualitative data was collected from a supported reading comprehension task, observations of drama and problem-solving activities and post-intervention interviews of teachers and pupils.

The results indicate a positive impact of the intervention on the class, particularly on children's relationships with peers. This would support the notion that the skills of emotional intelligence can be taught and learned. It became apparent that my innovative pedagogy created a classroom culture of inclusion, kindness and respect, as well as building resilience. It was very difficult to isolate the intervention results from my pedagogy. The findings further suggest teachers have limited knowledge of the skills of emotional intelligence, and that pupils place value upon pastoral systems that their teachers value.

This thesis connects existing views and models in a new way. Methodological contributions include considering the effect of the individual pedagogy upon an intervention and conducting rigorous classroom research.

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Chapter 1: Introduction

1.1 Background information on the researcher and the research focus

This chapter is written with Denscombe's (2002) work in mind. He states that, as a researcher, giving one's own background, personal experiences and personal interest in the area of research is useful. This allows the reader to determine the influence of these factors upon the research progress, or consider how they may have affected the analysis and conclusions.

Following an undergraduate degree in Psychology, I completed a Post-Graduate Certificate in Education specialising in teaching children aged 7–11. I then spent six years in the North East of England at the same state primary school, teaching classes from Year 1 to Year 6. This school was in a very deprived area and there was huge potential for very challenging behaviour from children. However, the school's strong ethos of care meant that issues were managed sensitively and effectively. This significantly reduced the instances and severity of aggressive or threatening behaviour. My experience of this sparked a particular interest in the social and emotional aspect of teaching. In my view, this encompasses the emotional well-being and self-esteem of individual children, as well as social interactions between children in a larger group situation.

Subsequently, I moved to a British school in Asia, where I am currently in my seventh year of employment. In my first year here, I attended eight hours of emotional intelligence training as part of a student's research for their doctoral thesis. I found this fascinating, as it combined my existing areas of interest in a coherent framework. This provided the inspiration for my own doctoral research and thesis.

It was interesting to note the differences between the pupils in my UK state school and those attending the British school in Asia. I acknowledge that these are my own observations, based on my personal experiences of these two schools. On the whole, the UK children grew up in one place. They started attending the school in Nursery and, with very few exceptions, continued through to Year 6 with the same peer group. Generally, their parents and grandparents had also grown up in the same place, often attending the same primary school. Grandparents usually lived near their grandchildren and were regularly involved in their lives. The children at this school displayed high levels of empathy and were very accepting and supportive of their peers with learning or behavioural difficulties. They tended to be fairly

streetwise and often seemed much older than their chronological age. On the whole, pupils were independent and good at using their initiative, particularly when faced with a new challenge. Most of their parents were either employed in minimum-wage jobs (at least one job) or unemployed. There were low levels of education and a high rate of divorce or separation among the parents. It was not unusual for a grandparent to assume responsibility as the main carer for their grandchildren in the event that the parents were unable to care for them.

By contrast, only a handful of the pupils in my Year 5 class at the British school in Asia had attended the same school since Nursery. These children lived an internationally mobile lifestyle, usually moving to a new country because of their father's job. The majority of the children travelled extensively, with regular exposure to a wide range of cultures and opportunities to develop a broad view of the world. Their experiences were varied and extensive. They tended to be much less streetwise than their monocultural counterparts in my UK school. More detailed information about these children and the wider context of School X can be found in the following section.

In addition to my role as a class teacher at School X, I was appointed as the curriculum head of Personal, Social, Health and Citizenship Education (PSHCE) in my second year of employment. In this role, I am involved in discussions about social and emotional issues. It should be noted that School X is an excellent school, with outstanding levels of attainment and behaviour. However, things I witnessed as a class teacher indicated there was still a need to support our pupils on a social and emotional basis. For example, peer exclusion was an issue, resulting in a number of children feeling isolated. Reading about the specific challenges for the children we taught, known as Third Culture Kids (TCKs), resonated with me. Many of these children are surrounded by high mobility even when they do not move themselves: this provides challenges for them and for staff. For instance, I saw first-hand what happened when children discovered a close friend was leaving: they distanced themselves while they looked for another best friend.

This strengthened my case for developing the existing support strategies at School X. Based on my prior knowledge and background, I felt that an intervention based on the skills of emotional intelligence could provide a practical way to address these challenges. I hoped that such an intervention would increase empathic behaviour and encourage children to consider

the consequences of their actions upon others. This might become visible in children's behaviour within the classroom and at break times, perhaps with a decrease in exclusion. Secondly, I anticipated a beneficial impact on children's perceptions of themselves in terms of self-esteem, optimism, consequential thinking and emotional literacy.

1.2 Background information on School X

Hayden and Thompson (1995) emphasise that some international schools are fundamentally national schools providing for children away from their home country. Hill (1993) compares national and international schools. He describes an international school as one where students and staff represent a range of cultural and ethnic origins, the International Baccalaureate (IB) or different national courses and examinations are offered and there is an international ethos. The staff and students from a national school are mainly from one country; only the curriculum and examinations of that country are offered and there is a national ethos. Hill (1993) explains that national schools may be located overseas to serve their own expatriates. School X fits Hill's description of a national school. Most of its pupils hold a UK passport and the vast majority of teachers are from the UK. The curriculum at School X is based upon the UK curriculum, though it is modified to reflect its setting in Asia. The IB is offered as an alternative to A-levels and the school recently started to use International GCSEs. The school's culture is predominantly British. Therefore, throughout my thesis, I refer to School X as a British school in Asia rather than an international school.

Most of the background information describing School X's context is taken from the school's Self Evaluation Form, with additions or extra explanation from my experience as a teacher there. I conducted my research in a Year 5 class in School X, which educates children between the ages of 7 and 11 (Year 3 to Year 6). School X is effectively one of three schools operating as one, with an infant, junior and senior school, catering for children aged 3 to 18. Each school has its own headteacher, deputy headteacher and assistant headteacher, in addition to a senior leadership team and a curriculum management team. A chief executive officer and a director of learning, alongside a board of governors, oversee the whole school. The school is fee paying and a charitable trust. All the fees are spent on running the organisation and ensuring that pupils receive education of the highest quality.

The children attending this school are classified as TCKs. This means they experience high mobility and are exposed to a number of different cultures in their formative years (Useem,

1993). The specific characteristics of TCKs are discussed in more detail in the literature review.

The impact of a TCK upbringing manifests itself in School X in a number of ways. One example is the lack of empathic action between peers: children know what it means to be empathic, but don't always act in an empathic way. They are quick to move on from an established friendship if they know that friend will leave, even when this causes distress to the friend in question. Children often display a level of dependency with regard to looking after themselves and their belongings. This is because most families employ Filipino or Indonesian domestic helpers, who are often in sole charge of the children, taking care of their domestic needs. The 'helper culture' is also evident when children don't know how to tidy up, or opt out of tidying up. This is an on-going issue, which School X aims to address through class routines, positions of responsibility for pupils throughout the school and the inclusion of the IB learner profile values. Having a maid in the family also influences the way some children behave toward locally hired staff: they tend to ignore or even be disrespectful to the cleaners and Teaching Assistants.

1.2.1 The Expatriate Community
School X serves an expatriate community, emphasising the provision of a supportive 'family' network. Parents and children are a long way from home, often without extended family and other support networks such as established friends. As this is a fee-paying school, the majority of students' backgrounds are considered to be affluent. Parents are usually well educated and professionally successful; at least one parent is employed in almost all families. Due to the amount of travelling required for their work, many children's fathers or mothers (or sometimes both) are absent from the home for varying lengths of time. Maids are sometimes the sole guardians of the children during these periods.

The longer a family stays in Singapore, the more cases there are of split families, where family members are scattered across the globe. It is not unusual for children to attend boarding school in the UK for secondary school, while younger siblings remain with the immediate family in Asia and continue to attend School X.

For most of the term, attendance is above average (around 95%), but an expatriate lifestyle means there are a high number of add-on holidays and parents often withdraw their children

from school for several days to make up a week's holiday. This is also evident around the school holidays, when children might return to school a few days after the start of term or leave several days before the school holidays begin. This allows them more time to visit family in their home country and maintain other links. For example, the family may visit siblings at boarding school in a different country, particularly when the holidays of the two schools do not coincide. Children sometimes accompany parents on business trips and may miss school due to a family event in their home country, such as a wedding.

1.2.2 Mobility

The level of mobility within the school community is of note as it differs from mobility trends in the UK. Annual student turnover reduced from 25% in 2009 to around 14% in 2012, with pupils staying at School X for an average duration of six terms. This turnover is far higher than the UK average. Machin et al. (2006) analysed the Pupil Level Annual School Census for the academic years 2001–2002 and 2002–2003. The authors report that 4.4%, or around 250 000, of all state school pupils in compulsory schooling make non-compulsory moves during that time. Generally, children move to better schools (Machin et al., 2006). In direct contrast to School X, the UK pupils who are more likely to switch schools come from a lower social background. The authors state that students who concurrently move school and home are typically more socially disadvantaged; again, this is not the case at School X. In the UK, pupils' level of mobility varied from 4.1% to 5.1% (Machin et al., 2006).

There are highly effective procedures in place at School X for welcoming new students and parents and the school asks for feedback on this process. A Parent Survey, conducted in 2009, showed that parents felt their child was helped to settle in well when they first started at School X (87%).

Every two years, the children are mixed to form new classes. Classes are mixed before pupils join School X in Year 3, then again at the end of Year 4 and Year 6. This ensures a good balance of gender and ability in each class, and promotes inclusivity and opportunities for children to broaden their social networks. Teachers work hard to support these transitions and, according to an Assessment of School Climate (ASC) in 2009, parents felt their child settled well into their new year group (85%). The data for the ASC came from questionnaires completed by all of School X's stakeholders: parents, teachers, pupils and other staff. Similarly, there are effective measures in place for students leaving School X. These range

from the completion of a leaver's report, to the class signing a soft toy for the departing child: something to ease the parting process on both sides.

1.2.3 Attainment and achievement

Data from 2006–2010 indicates that attainment at School X is well above the UK average and significantly above average by the end of Key Stage 2 (Year 6). The school provides opportunities for Level 6 learning in Year 6. There is a gap in attainment between reading and writing, with higher levels of reading, so writing is a key focus for the whole school at the time of my research.

Students who join Year 3 from School X's Infant School are generally high attaining, but a range of educational experiences and levels of attainment at the start of each half term are presented by pupils. The long summer break can impact students' progress in the first term, particularly when children are about to move up to the next level of attainment. During the summer break, many families leave the country and travel for up to two months at a time, or relocate. Most pupil progress is made in Term 2 and Term 3. New students are a significant group within School X. Their progress is monitored separately and their attainment is of a high level.

1.2.4 Learning Support

The school is not academically selective, although as of October 2007, the Board of Governors has allowed all new admissions registered with School X to be screened to ensure the school can provide for every child's needs. The Learning Support department provides support for students identified with Special Educational Needs and for those who benefit from some level of additional support. This may be in-class support or support out of class for small target group or individual work as needed. Children are required to be fluent in English to access School X's curriculum. There is no provision for English as an additional language.

1.2.5 Teaching staff

A minimum of two years' experience of teaching a British curriculum is a prerequisite of employment at School X. Most teachers gain this experience from teaching in the UK itself. Because of this, the vast majority of class teachers are British citizens who completed their teacher training in the UK. In fact, for the academic year 2012-13, every class teacher in School X was British. Where a non-British teacher is employed as a class teacher, they will

have had experience of teaching a British curriculum, usually in the UK, for at least two years. When I started at School X, I was joined by seven new recruits. Five of us, including me, had come directly from the UK with no prior international teaching experience. Two relocated from other international schools. Typically, there is a mix of teachers who join the school straight from the UK and those who come with prior experience teaching in an international school, though this varies from year to year. On average, teachers work at the school for 4.6 years.

Academic Year	Percentage of teachers leaving School X
2011-2012	7%
2010-2011	5%
2009-2010	9%
2008-2009	11%

Table 1 Percentage of teachers leaving School X

1.2.6 Support staff

School X employs 16 teaching assistants (TAs) and 4 higher-level teaching assistants (HLTAs). They have not received the same level of training as TAs in the UK and English is often not their first language. A number of them are close to retirement age and suffer from ill health. Consequently, their role in teaching and learning differs to that of teaching assistants in UK schools. Historically, TAs spent most of their time out of the classroom, focusing on the provision of teaching resources and classroom displays to support teaching staff, but in the last few years, the focus of their role has changed to supporting students' learning. At the time of writing, each Year 3 class had a full-time TA supporting the class teacher.

At School X, there have been issues regarding the low level of respect with which pupils treat support staff. As previously discussed, this could be because children have maids at home. To give an example, children are more likely to quietly ignore instructions from a TA while they will follow the same instructions from a teacher. This has greatly improved over recent years, although the TAs are not yet treated with the same respect as teaching staff. School X is making progress in ensuring children are more respectful towards the locally employed staff.

1.2.7 Pupils' safety

Data from the 2009 Parent Survey shows parents feel their children are safe at school (96.2%). Data from this survey and the ASC demonstrate that students, parents and staff feel very confident about raising issues with class teachers. The ASC data reports that most students (93%) strongly agree that their teacher cares about them. Many of the students also feel that their teacher (92%) or other students (86%) would help them with a problem. A large majority of students feel respected by their teachers (91%) and peers (86%). Students have a good understanding of safe or unsafe situations for themselves and their peers, and of the appropriate action to take in such circumstances.

1.2.8 Pupils' behaviour

At the time of writing, pupils' behaviour is good across the school and exemplary in lessons and inside year group areas. There is no disruption during lessons due to misbehaviour and students are generally polite and considerate towards one other and adults around school. Student data from the ASC shows that students treat each other with respect (86%); they are caring (87%), and they listen to each other (87%).

The campus for School X is of substantial size. Pupils are therefore given quite a lot of responsibility and independence when moving to and from specialist lessons and between play areas and their year-group areas. The children's ASC questionnaire results suggest the standard of their peers' behaviour during these unsupervised times is not always as high as when an adult is present, but the majority of pupils manage their behaviour well.

In response to this, to increase and reinforce expectations for behaviour, I introduced a common set of values to the school in 2009: Co-operate, Achieve, Respect and Enjoy (CARE). In the 2009–2010 academic year, these values were promoted in each year group, resulting in a more consistent approach. In fact, students (85% from the ASC in 2009–2010) agreed that School X showed them how to act in line with its values. At the beginning of the 2010–2011 academic year, CARE was replaced with the IB learner profile values, which extend across all three schools and are embedded into the curriculum and wider school life. These values are: caring, open-minded, knowledgeable, thinker, principled, balanced, inquirer, resilient, reflective and communicator.

1.2.9 Care, guidance and support at School X

The ASC shows that parents (83%) and staff (88%) feel that School X provides a welcoming environment. The majority of students feel valued for being themselves, with pupils stating that their teachers notice what they enjoy, their skills and talents. Students and parents overwhelmingly feel that teachers help students who are upset or have a problem. Students feel that there were adults in school to whom they can talk in the event of a problem, and that other children will help with their problems too. The majority of students and parents think students are treated fairly and respectfully.

Effective arrangements for transition between year groups are well established within School X. This includes children moving from the infant school to Year 3, and most of the Year 3 parents (89%) believe their child has settled well into their new year group.

School X has a number of support agencies on campus, including a health centre, school counselling services and a full-time educational psychologist. The school has an excellent, close working relationship with all of these agencies; students are well supported. School X also works well with external agencies, although it should be noted that most support for children and families comes from the school itself. In Asia, there are fewer agencies to support schools, families and students than there are in the UK.

The school has established systems to identify and address pastoral concerns, ensuring vulnerable students are supported. A pastoral concerns meeting takes place every fortnight, chaired by the assistant headteacher of School X and attended by the lead nurse, school counsellors and the head of LS. In these meetings, the pastoral concerns register, which identifies vulnerable students, is reviewed and updated. Action to support these students is then communicated to relevant members of staff. An update is provided from the school librarian, who notes those students who spend an unusually high amount of time in the library or who seem lonely. The students on the pastoral concerns register are always discussed when heads of year meet with the headteacher. Time is also allocated to discuss pastoral concerns at year group meetings and pastoral care is a key focus during the termly class profile discussions between class teachers and their head of year. Pastoral procedures are clearly outlined in the handbooks provided for families and staff, and the school provides an easily accessed overview for new staff and supply teachers. Key pastoral information is recorded in

personal information folders, which are passed between class teachers as students move through the school.

Since my data collection, there has already been a huge shift in School X away from a narrow academic focus. Now, the school has a much more balanced approach and expectations of its staff, with an increased focus on the whole child and the pastoral role of staff in school.

1.2.10 Promoting equal opportunity and tackling discrimination

School X prides itself on its inclusive community and takes opportunities to celebrate its students' diversity. Across every aspect of the school, School X endeavours to promote equal opportunities. Those students identified as gifted and talented in academic subjects receive provision through an enrichment programme. The main groups within School X, namely new students and those receiving learning support, are well represented in roles of responsibility across the school, such as the School Council. Moreover, both genders are equally selected for the same roles within school.

As previously mentioned, School X at this time is focused on raising the level of respect shown to teaching assistants and other support staff in school. However, there have been no formal instances of discrimination based on race or gender since School X's previous Ofsted inspection.

Chapter 2: Literature Review

2.1 Third Culture Kids

2.1.1 Third Culture Kids

Useem et al. (1963) first introduced the term 'third culture', broadly defining it as 'the behaviour patterns created, shared, and learned by men of different societies who are in the process of relating their societies, or sections thereof, to each other' (p.169). From this, Useem (1993) describes a Third Culture Kid (TCK) as a child who moves with their parents into another society. The term TCK is now widely used to refer to children who spend part of their developmental years (from birth to the age of eighteen) in one or more 'foreign' countries due to their parents' employment (Gerner et al., 1992). TCKs typically live outside their country of residence for a prolonged length of time (Gillies, 1998).

Pollock (1998) defines a TCK as:

'…an individual who has spent a significant part of his or her developmental years in a culture other than that of the parents, resulting in integration of elements from both the host culture and parental culture into a third culture.' (p.41).

Other related definitions have been coined, such as 'internationally mobile adolescents' (Gerner et al., 1992, p.197), though in my thesis, I will not describe the pupils of School X in this way, favouring the term TCKs. Pollock and Van Reken (1999) note that one key difference between TCKs and immigrants is that TCKs rarely try to become citizens of the culture in which they live. TCKs hold passports to the countries of their first culture and expect to return there, often at the age of eighteen.

2.1.2 The impact of an international lifestyle in the formative years

Being raised internationally, even for a short time, has a considerable impact upon young people's lives (Schaetti, 2000; Useem, 1993). Gillies (1998) states that third culture family members tend to be closer and more dependent on one another than traditional families, perhaps because they spend more time together. TCKs consistently meet new people and form friendships quickly. They tend to 'mesh and mimic' (McKillop-Ostrom, 2000, p.75) and are prone to loneliness because of the changing friendships in their lives (Gillies, 1998). Gillies (1998) also comments that TCKs are inclined to avoid solving personal and social problems, circumventing possible conflicts because they know the problem will 'go away'.

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Downie (1976) reports that TCKs lack a sense of home, roots and a stable network of relationships that help individuals form their identity due to their mobile developmental years. They become focused on the future, planning international careers and mobile lifestyles. Generally, their identities are based upon their goals and aspirations rather than their backgrounds. They perceive themselves to lack a sense of belonging to one environment, although they report feeling comfortable in a range of environments. As adults, many TCKs choose to work and live outside of their native country (Useem and Downie, 1976; Pascoe, 1994).

2.1.3 Challenges faced by Third Culture Kids

Pollock (1998) highlights two key challenges faced by TCKs. First of all, finding a cultural identity can be problematic in a cross-cultural world. Secondly, their world is highly mobile: either they or people around them move regularly. I witnessed first-hand the stress and distress that mobility can cause for children and parents. For example, at the beginning of one school year, I overheard a conversation between two girls in my class, who had been best friends for years. One of them knew she would be leaving at the end of the academic year, and the other had just told her that she would be looking for a new best friend so would be spending less time with her and more with other children. While this was a practical approach for the child who was staying, it proved very upsetting for both girls. Pollock (1998) refers to this as a 'quick release response' (p.46). Situations such as this present a challenge for the international or overseas educator that is different to the challenges experienced by teachers working in a monocultural context. McKillop-Ostrom (2000) states that 'it is essential we (international educators) understand that the psychological needs of international students are as critical to their success at school as are the academic needs' (p.73).

2.2 The Influence of High Mobility

2.2.1 High mobility: a definition

Pollock and Van Reken (2009) give various examples of high mobility, many of which are applicable to the students at School X. For example, TCKs often return 'home' to their passport country each summer for an extended period of time, while boarding school TCKs encounter repeated cycles of mobility. Mobility occurs within the home when a parent regularly travels while the rest of the family remain in the host country. In my experience, sometimes parents travel simultaneously, leaving the children in the host country. Even if a TCK and their family remain in the host country, those in the TCK community around them

frequently come and go. A high turnover rate is a distinguishing feature of international schools (McKillop-Ostrom, 2000). This applies to School X, where the annual student turnover is around 25% at the time of my research. 'High turnover' of students is identified as an issue by the international school parents interviewed by McLachlan (2007).

2.2.2 Transition

International students and their families continually face transitions and change (McKillop-Ostrom, 2000; McCluskey, 1994). While transition periods offer the opportunity for personal growth and development, they may also be unsettling and cause psychological and physiological stress (Adams et al., 1976). Cockburn (2002) points out that it is likely that children will respond differently to their experiences, even in the same family, due to their age and other factors. Based on her experience as an educational psychologist, she identifies adolescents and children under the age of five as most vulnerable. For young children, building security and developmental skills is vital; huge changes can pose a threat to this. She also highlights the challenges faced by teenagers undergoing a time of significant change, where identity and understanding oneself is more meaningful than ever. During adolescence, peer relationships and physical issues are central: living in a different country with different value systems and cultural traditions has the potential to positively or negatively affect a teenager (Cockburn, 2002). Gillies (1998) agrees that adolescents are particularly affected by frequent moves as they attach great importance to making friends. McKillop-Ostrom (2000) states that numerous international moves can have a powerful impact on a child's still-developing sense of self. She writes that young people's immaturity may make them more susceptible to the psychological impact of transition, as well as posing a challenge in terms of them handling their transition experience independently. As such, international teachers would do well to understand the psychological phenomena of moving to help students manage their mobile lifestyles (McKillop-Ostrom, 2000).

2.2.3 Role of the school in supporting parents and children with transition

Cockburn (2002) points out that parental response to change is crucial in helping children deal with change calmly and positively. I feel international schools are in a strong position to support families and ease the transition process, particularly when the parents are new to an international lifestyle and the school community is in a position to contribute its experience. McKillop-Ostrom (2000) agrees, urging teachers to appreciate the significance of the child and parents' attitude towards a move. Parents transfer their attitudes and anxieties to their

children, so if they are critical of their new environment, including the local people and culture, this fosters their child's insecurities and the child will display the same attitudes (Herh, 1994). In an international context, Herh (1994) recommends that parents accept their surroundings, focusing on the positive aspects, as this will positively affect all areas of their child's life. Some international schools have already developed transition programmes, which include the whole family and address conflict resolution, stress management and the management of grief and loss, as recommended by Schaetti (1996). Learning how to identify transitional stress and administering transitional courses will reduce the impact on the school's emotional and learning environment and create a calmer environment (McKillop-Ostrom, 2000).

2.2.4 Transition cycle

Pollock (1998) identifies five stages in the normal transition process and acknowledges that the experience of this cycle is more intense for TCKs.

1. Involvement
2. Leaving
3. Transition
4. Entering
5. Reinvolvement

The involvement stage is when an individual is totally assimilated within their community, and the leaving stage begins when an individual knows they will be moving on. Emotional ties are loosened in order to make leaving as painless as possible, both for the departing individual and the community they leave. We see this on a regular basis at School X: children who are leaving, or who have a friend leaving, start to distance themselves from one another or even to argue with each other. School X has many systems in place to give students a sense of closure as recommended by McCaig (1994), which help to avoid any unresolved grief. These include end of year or leaving assemblies, time to say goodbye in class and keepsakes for the leaver.

The chaotic transition stage comes next. The usual support systems are gone and there are new expectations and responsibilities. Within families, everyone is more egocentric than normal, small problems become big issues and emotions are heightened. As a newcomer, it takes time to form meaningful relationships in established friendship groups. This is the point at which we, as international educators, meet the new student in our class. Gillies (1998)

recommends teachers acknowledge the challenges and benefits of moving to a new location. I would agree that this should be articulated to children and their families; teachers are in a strong position to offer support and assistance during this phase, provided they have an awareness of the challenges the child will be facing.

During the entering stage, life becomes calmer as the individual becomes part of their new community, though emotions still fluctuate. The community start to adjust its social structures to make room for the newcomer. Finally, the transition process ends with the reinvolvement stage. With enough time and energy dedicated to adapting, the individual once more has a role within the community. They feel they belong and matter to the group and are able to focus on the present.

Pollock (1998) emphasises that awareness of these stages helps to prepare individuals for what typically happens during each stage. Furthermore, it allows normal reactions to be recognised, permitting people to benefit from their new experiences while dealing constructively with the losses that are bound to accompany each transition. Because TCKs go through persistent cycles of mobility much more frequently than the wider monocultural population, they experience the transition cycle more frequently. In some cases, TCKs move every two years, or lose friends regularly. Some TCKs continually move between the entry and leaving stages (Pollock and Van Reken, 2009).

2.2.5 Guilt, loss and grief
'The psycho-social process one goes through when moving from one country to another is similar to that one goes through when changing jobs, losing a loved one…'

(Schaetti, 1996, p.2)

The losses and changes due to frequent moves between communities can impact hugely upon TCKs' lives. In the course of one plane journey, a child has to leave one life behind and begin a whole new one. Often, this results in feelings of vulnerability and a loss of control (Cockburn, 2002). The amount of loss varies depending upon the frequency and number of transitions, but hidden losses exist even when the cycles of mobility are less obvious. Loss always results in a grief process. In larger losses, the grief is substantial and can lead to long-term mourning, in a process that can be conscious or unconscious (Van Reken and Bethel, 2007). McLachlan (2007) points out that TCKs experience separation and loss from a range

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of sources, distinguishing them from their geographically stable counterparts. For example, TCKs spend less time with their fathers and extended families and their daily lives are affected when they move schools and homes. Moreover, they regularly lose friends, whether they move themselves, or stay in one country while their friends leave. For TCKs, coping with loss becomes a constant (Gilbert and Gilbert, 2012).

Gillies (1998) reports that parents of TCKs often worry about the effects of their mobile lifestyles on the children. McLachlan (2007) discovers the emotions of guilt and grief in TCK families to be persistent and repeated. The families in her study accepted child grief and parental guilt as a central part of a mobile lifestyle. Many parents commented on the stress and emotional pain experienced by their children when relocating. They also worried that short stays in different locations might inhibit the development of their children's emotional security. The parents have legitimate grounds for concern. Some internationally mobile young people experience more grief, and of a higher intensity, than many adults do throughout their entire lives (Pascoe, 1994).

2.2.6 The transition process and grief

Pollock and Van Reken (2009) highlight that an individual will nearly always lose something they value in each transition, despite the ultimate gains. TCKs and their families may go through many and recurring cycles of loss and grief as identified by Kübler-Ross (1997): denial, anger, bargaining, depression and finally acceptance. Pollock and Van Reken (2009) report that the intensity of the loss dictates the intensity of the grief experienced. It is important to recognise that each family member progresses through the transition process at a different pace, therefore each person can be at a different stage of the grief cycle on a particular day. Unsurprisingly, this can make transition challenging for families (Pascoe, 1994). What is more, TCKs experience more transition than most people, with a culture change accompanying each move and possible culture shock in addition to the usual stress of transition (Pascoe, 1994). Continual cycles of mobility might lead to repeat losses, with the normal grief cycle accompanying each of these losses.

Van Reken and Bethel (2007) and Gilbert and Gilbert (2012) recognise unresolved grief to be a major issue for TCKs and adult TCKs, stating that many of their losses are invisible or not recognised by other people. Many TCKs do not learn how to process these losses as they lack the required language or understanding. As a result, their grief may be expressed in a range of

less direct ways, such as denial, anger, depression, withdrawal, rebellion, vicarious grief or delayed grief. Van Reken and Bethel (2007) identify several factors, which could explain why grief is often unresolved. These include a lack of awareness (hidden losses), a lack of permission to grieve, a lack of time to process and a lack of comfort. Unresolved grief may be a factor in behaviour that cannot otherwise be explained. In this event, Van Reken and Bethel (2007) recommend finding help for the person to help them identify and deal with their losses.

I believe it is vital to increase international school teachers' awareness and subsequent understanding of the potential issues associated with transition. This is of particular importance when those teachers hail from a monocultural background, as the TCK experience will be very different to their own experience of growing up, and these teachers are unlikely to have experienced the high level of transition and loss routinely experienced by their students.

2.2.7 Causes of unresolved grief

Pollock and Van Reken (2009) identify several issues at the root of unresolved grief for TCKs. The first of these is fear of denying the good. It is important to realise that grieving a loss can happen at the same time that the mourner recognises the positives in the present and in the future. Another issue is that of hidden losses. Gilbert (2008) states that the losses of a TCK are often vague and their grief is disregarded. Many of these losses are associated with people, places, pets and possessions. Other impalpable losses include safety and trust, the loss of home, personal identity and relationships. Pollock and Van Reken (2009) emphasise that because these losses are not visible, there is no rite of passage to mark each loss as it occurs, and no accepted way to mourn. Pascoe (1994) recommends ensuring children say goodbye to absolutely everyone to allow them a full sense of closure before transition. Most TCKs reach adulthood before they resolve the intensity of their grief over hidden losses.

A lack of permission to grieve also prevents a healthy resolution to grief, according to Pollock and Van Reken (2009). TCKs may be given a clear message that it is not acceptable to express their fears or grief. As such, they quickly learn that only positive feelings are permitted. TCKs often disguise their feelings to observe the expectations and appropriate behaviour of the community. Plane travel, in contrast to the long boat journeys of the past, means there is a lack of time to deal with the grief process. This is another factor prolonging

grief, as people need time to grieve before they can move on from a loss (Pollock and Van Reken, 2009).

Lack of comfort is another cause of unresolved grief (Pollock and Van Reken, 2009), which can occur in different ways. For example, when the grief caused by saying goodbye is ignored, a child receives the message that they shouldn't be sad, so they hide the pain. This may also happen when grief is compared to a greater good. For instance, when TCKs express sadness at a forthcoming move, the adults around them might remind them that the rewards of the lifestyle are worth the losses, therefore the child should not complain. Finally, denying grief can also result in a shortfall of comforting behaviour; this is something that may be seen in the adults who are close to a TCK. If an adult is in denial over their own sense of loss, it is very difficult for them to acknowledge why a TCK feels unhappy without compromising their own defence mechanisms (Pollock and Van Reken, 2009).

High levels of mobility and transition are issues that impact all of the children at School X to some extent and I have witnessed this first-hand with the children I teach. This situation looks set to continue: parents will continue to move and children will accompany them; children's friends will leave school; children will experience high mobility in the home. As a result, I have become interested in establishing helpful, practical support, particularly in terms of what we educators can do in our high-mobility context to help TCKs. I have wondered what role School X could take in order to best support parents in understanding the challenges their children face at school and in the wider community as a result of high mobility and transition. It is my opinion that an intervention based upon the competencies of emotional intelligence could provide a constructive, realistic and usable support system for children, parents and teachers at School X.

2.3 The Impact of Culture

2.3.1 Culture: A definition

The Oxford Dictionary defines 'culture' as:

'the ideas, customs, and social behaviour of a particular people or society'

'the attitudes and behaviour characteristic of a particular social group'

<div align="right">(Oxford Dictionaries online, 2012)</div>

2.3.2 Culture in an international curriculum

School X would be classified as a national school rather than an international school according to Hill's (1993) criteria. However, School X acknowledges its international context and increasingly recognises the importance of reflecting this in the curriculum. As McKillop-Ostrom (2000) points out, it is fundamental for international school students to have a comprehensive understanding of other cultures. Hill (2012) emphasises that appreciating cultural diversity is central to international mindedness.

2.3.3 Adapting to a new culture

There are benefits to living away from one's passport country. TCKs are tolerant of diversity, become expert observers and have an expanded world view (Useem and Downie, 1976). However, in the days following a new move, some degree of adaptation to a new culture is necessary and this varies between individuals. It is dependent on such factors as the individual's personality, their prior experience of a foreign country and their attitude towards the move (Gillies, 1998). McKillop-Ostrom (2000) reports on the agreement in studies that cross-cultural contact is characteristically stressful. She refers to models of sojourner adjustment, all of which describe a period of 'extreme discomfort and dissatisfaction' (p.76). Those who move can experience culture shock, a type of trauma, at differing intensities. As with transition, if the trauma is successfully handled, the individual should grow from their experience (McKillop-Ostrom, 2000). There will be some degree of culture learning, at different levels, for children as they adapt to a new school culture (Pearce, 1998). McKillop-Ostrom (2000) writes that a student will be determined to acquaint him or herself with a new culture if they regard fitting in as desirable. Moreover, young children may embrace a new culture much more quickly and easily than their parents, as they probably don't share the same values as adults. However, adults who are not as motivated to adapt to the new culture may negatively impact their children's overall adjustment. Consequently, a school could see some students showing indifference while others display culture shock (Pearce, 1996).

2.3.4 TCKs' experience of learning culture

Van Reken and Bethel (2007) point out that culture is learned from those in the immediate environment, including parents, extended family members, peers and caregivers. Cultural rules are learned as a child then tested, internalised and used as a point of reference in adulthood. Awareness of cultural rules means an individual knows how to avoid social mistakes (Van Reken and Bethel, 2007). Everyone learns culture from his or her environment

(Pollock and Van Reken, 2009). However, it is very difficult for TCKs to discover their cultural identity because their environment encompasses many cultures. This is very different to the experience of their monocultural peers. TCKs often feel 'out of cultural balance' (Pollock and Van Reken, 2009, p.45) and need to evaluate their cultural environment to understand how to behave as they inadvertently contravene cultural procedures when they believe they are doing exactly the right thing.

Culture is experienced and reinforced in a range of contexts for TCKs, which include home, school and the wider community, including the more privileged 'expat culture' (Pascoe, 1994, p.163). Usually, the cultural values and practices of a TCK's family stem from the parents' home culture (Pollock and Van Reken, 2009). This becomes a more complex issue when a TCK's parents have an intercultural relationship; which is increasingly common and something we see a lot at School X. It is also not unusual for many of the students at School X to have a caregiver who is a different nationality to both the TCK and the country of residence. This presents another context for learning culture, as there are profound differences between cultures in their approaches to childcare (Pollock and Van Reken, 2009).

2.3.5 Cultural Identity

Cultural identities are an efficient means through which individuals can describe themselves and others. The relative strength of their cultural identities in the home or host location determines how individuals process their cultural knowledge, develop motivation and perceive their ability to interact with cultural others (Lee, 2010). Many TCKs are unsure whether they belong to some, all or none of the cultures to which they are exposed (Pollock and Van Reken, 2009). It can be hard to develop one's personal and cultural identity in this many-cultured environment and working out a fundamental sense of cultural identity is becoming a complex task for many children (Pollock and Van Reken, 2009). Due to this, most of those who grow up internationally develop their own sense of identity (Fail et al., 2004). Schaetti (1998) states that TCKs' national identity holds little meaning for many of them. Some sentimentalise their passport country, while others might develop a dislike and mistrust. Very few TCKs consider their identity until they return 'home' (Schaetti, 1998). Some TCKs and parents find it distressing that they don't have a shared sense of national identity or of home (Pollock and Van Reken, 2009). Because of their level of mobility, the TCK has to repeatedly adjust their identity and self-concept. He or she learns to adapt to

cultures, although perhaps they feel under pressure to do so, which may result in psychological discomfort (Munayer, 2000).

2.3.6 Cultural Marginality

Schaetti (1998) and Van Reken and Bethel (2007) both refer to cultural marginality. This describes TCKs who have been shaped by their experience in two cultural traditions. These individuals tend to fit more comfortably in the margins of each of the cultures to which they have been exposed, rather than fitting wholly into either one of those cultures. Typically, it is characterised by feeling at home nowhere and feeling at home everywhere. Schaetti (1998) maintains that cultural marginality is neither positive nor negative but potentially both, depending on how it is used by the individual. She points out that it can either be used constructively or individuals can allow themselves to become encapsulated, or trapped, by it.

Encapsulated marginality

These TCKs are hesitant when it comes to a sense of self. They tend to follow others at the expense of their own thoughts, feelings, decision-making and boundary setting. Frequently, they feel disaffected, helpless, angry and that their life lacks meaning.

Usually, encapsulated marginals feel isolated. They perceive their circumstances to be unique and feel culturally separate from their parents and peers (Gillies, 1998). Consequently, they can't imagine a group of peers with whom they might connect. Sometimes, they may put their international self aside to try to integrate into society, which can be encouraged and intensified by others' reactions to their cultural difference (Schaetti, 1998). Fail et al. (2004) discovered that these feelings of encapsulated marginality lasted into adulthood among their adult TCK (ATCK) interviewees. These participants still felt like outsiders and had no sense of belonging to the community, even when living in their passport country. These results supported other authors' findings (Bennett, 1993; Cottrell, 1993).

Constructive marginality

Constructive marginals have come to understand their cultural marginality and have developed a strong sense of self (Schaetti, 1998). The constructive marginal can move easily and comfortably between different cultures, behaving in a fitting manner and feeling at home in each place, while sustaining an assimilated and multicultural sense of self. Schaetti (1998)

comments that constructive marginals treat their movement between cultures as 'both/and' rather than the 'either/or' philosophy of an encapsulated marginal.

Constructive marginals tend to utilise their multi-cultural experiences wisely. For example, they might further their personal and professional objectives through the application of their childhood knowledge and skills (Schaetti, 1998). Bennett (1993) states that a constructive marginal does feel at home. This is possibly due to the recognition of other TCKs as their peer group; they belong to a community where their experiences are understood and celebrated.

This is supported by Fail et al.'s (2004) interview data. Their ATCK participants appear to have benefitted from their multicultural backgrounds, with a 'multiple sense of belonging in different places' (p.333). Although the ATCKs in this study claim an awareness of being different to those around them, they are positive and enthusiastic about the benefits of their upbringing. They feel a sense of belonging in different locations and relate to others with a similar background to themselves. These observations are supported by previous research findings (Cottrell and Useem, 1994; Pollock and Van Reken, 1999; Gillies 1998).

Van Reken and Bethel (2007) examine ways in which TCKs can be helped with the challenges of cultural marginality. They emphasise that a starting point of similarity rather than difference leads to a more positive sense of identity. In my opinion, teachers in international schools are ideally placed to emphasise the similarities between TCKs. Van Reken and Bethel (2007) also recognise there are characteristics common to all humans, such as the need for relationships, to have physical safety and a sense of belonging. This helps those who feel culturally marginalised and helps people relate to others with different experiences, or who also feel marginalised. It also allows differences to be celebrated (Van Reken and Bethel, 2007).

2.3.7 Re-entry to the home or passport culture

TCKs returning to their passport culture can feel like foreigners (Fail et al., 2004), experiencing reverse culture shock (Pascoe, 1994). Gillies (1998) describes how teen TCKs try to avoid embarrassment by trying to fit in with the crowd, though they still experience anxiety over their incomplete knowledge of popular culture. Adolescent TCKs avoid drawing attention to their experiences abroad because it only separates them from the peer group to which they desperately want to belong. Cushner and Brislin (1996) observe that a return home

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often causes more turmoil than the initial move to a different culture, partly because people do not foresee the problems that occur. Furthermore, those who adjust best to a new culture usually experience most difficulty when re-entering their home culture (Pollock, 1998). Pollock and Van Reken (1999) comment that TCKs often view themselves as coming from 'the other place'. For example, when in the passport country, they identify themselves as coming from overseas. When in the host culture, they identify themselves as originating from their passport country.

2.4 Criticisms of TCK research

Tanu (2008) points out that some of the existing TCK research is thick in description (Ryle, 1968) but thin on analysis. She emphasises that TCK research misses out on gaining a deeper understanding of TCK experiences: 'While the literature covers *what* TCK experiences are like, scant attention has been paid to a theoretical understanding of *why* they struggle with issues of identity and rootlessness' (Tanu, 2008, p.6).

Tanu (2008) expands upon this point, stating that the existing literature is 'tunnel-visioned' (p.6) in several ways. Tanu (2008) suggests that current identity theories offer a sound conceptual framework to understand the 'identity crisis' so characteristic of TCKs' experience. However, very little has been done to integrate the research on TCK struggles and the potential benefits of their heightened intercultural understanding into the wider framework of identity, hybridity and migration. Furthermore, the existing TCK research overlooks the effects of ethnicity, race, culture, class and gender on a TCK's identity formation and their ability to be culturally sensitive (Tanu, 2008).

Tanu (2008) and Lambiri (2005) both point to the focus on Westerners, and particularly American citizens, in the existing TCK research. Tanu (2008) recommends further research to ascertain whether there are features of elitism and Eurocentrism in TCKs' intercultural understanding. Fechter (2001) lends weight to Tan's (2008) recommendation with her reference to the expatriate 'bubble' (p.80) which is characterised by expats living in luxury and safety compared to their poor surroundings. She states that 'expatriates' transnational practices are marked by boundaries rather than flows' (p.90), meaning expats tend to separate themselves more from the local culture than to integrate with it. Overall, Tanu (2008) claims there are gaps in TCK research and that further study is necessary.

Lambiri (2005) points to the separation that often exists in intercultural research between data and investigations resulting from academia and that resulting from work in the field. I concur with this statement, and would add that a sizeable proportion of the available TCK literature is anecdotal and not necessarily published in peer-reviewed journals. While I recognise the validity of first-hand experiences in helping to illustrate a TCK's life, experiences and the challenges they may face, it is important to recognise the role of rigorous research in moving current knowledge forward.

Lambiri (2005) also states that further research on TCKs is important, highlighting seven areas where more research would allow a deeper understanding of current trends. The first of these areas is the impact of technology on TCKs, particularly the immediate modes of communication that are available, such as Skype. More than in the past, technology now allows TCKs to keep in touch with their evolving culture back home (allowing them to stay current, for instance, in music, TV programmes and fashion). Lambiri (2005) suggests investigating the internet's influence on shaping TCK identity and probing how the use of the web might help TCKs to better understand the multiple cultures that connect them to their identity.

Lambiri (2005) states there is limited existing research on how TCKs apply their overseas experience to their future lives. She urges for there to be some assessment of the benefits TCKs bring to businesses and communities. She wonders if the TCK impact on society might be measurable through use of a wider, longitudinal sample. Another fertile area of further research would involve TCKs who opt to live overseas as adults, though Lambiri (2005) recognises the obstacles and challenges in accessing such a widespread sample. She also recommends comparative studies to investigate the similarities and difference between TCKs from different countries.

Lambiri also advises that future research should consider how to test the theories that make up the TCK profile, and how to develop new approaches to intercultural research through comparing and contrasting different groups. Finally, Lambiri (2005) queries what happens to TCKs during cultural adjustment and the strategies that work best to help individuals cope with the challenges of transition. Her last point links most closely to my research, as part of my choice to use an EQ intervention stems from the potential benefits EQ might offer the

children in my class at School X who are experiencing specific TCK challenges such as high mobility and transition.

2.5 Emotional Intelligence

2.5.1 The first model of emotional intelligence: Salovey and Mayer (1990)

The authors present emotional intelligence as a subset of Gardner's (1983) personal intelligences. Salovey and Mayer (1990) explain that emotional intelligence involves 'the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions' (p.189). They suggest there are individual differences in the way affective information is processed, and that emotional and cognitive information may be processed in different ways. Their model includes four parts:

1. Appraising and expressing emotions

The more accurate an individual is in this respect, the faster they are at identifying and responding to the emotions they experience. They are better at communicating those emotions to other people. Moreover, as they perceive emotions accurately, they respond to them with increased precision. These skills all contribute to being emotionally intelligent; they allow emotional information to be processed. To function on a social basis, Salovey and Mayer (1990) emphasise that some competency is required with these skills.

2. Emotion in others

This involves accurately recognising other people's emotional reactions and behaving empathically in response (Salovey and Mayer, 1990).

3. Regulation of emotion in the self and others

Salovey and Mayer (1990) suggest that those who are high in emotional intelligence are particularly skilled at managing their own and others' emotions, using this skill to reach specific objectives. Similarly, Mayer and Gaschke (1988) highlight the importance of meta-mood experiences (thinking about moods and why one is experiencing such a mood) in interactions with other people.

<u>4. Using emotional intelligence</u>

Higher levels of emotional intelligence result in a more creative and flexible approach to problem solving, with several alternative solutions being found and more emphasis being placed on using emotional considerations to arrive at a solution. The authors state that this results in behaviour that is more thoughtful and respectful towards the self and others with regard to internalised emotions (Salovey and Mayer, 1990).

<u>Evaluating the framework</u>

Salovey and Mayer (1990) identify many of the framework's limitations themselves, predicting with uncanny accuracy the future progress of research and practice in emotional intelligence. For example, they suggested the development of a measuring instrument to recognise individuals' levels of emotional intelligence and a range of agencies have since addressed this (Six Seconds; Goal Online). They also suggest that the acquisition of emotionally intelligent skills might be investigated alongside interventions to promote them. In addition, they recognise the potential for changes in social institutions to promote emotional intelligence. School-based programmes to develop emotional intelligence are evaluated later in this chapter.

2.5.2 Main models of emotional intelligence

There are three major models of emotional intelligence. These are from Mayer and Salovey (1990; 1997), Bar-On (2006) and Goleman (1998) and are outlined below.

Mayer and Salovey (1997) revised their model to describe emotional intelligence as functioning across the brain's cognitive and emotional systems. As with their earlier model, there are four branches:

1. Emotional perception, evaluation and expression.
2. Emotional facilitation of thought, focusing on how emotion enters the cognitive system and alters cognition to assist thought.
3. Understanding and analysing emotion, including the use of emotional knowledge.
4. Insightful management of emotions in yourself and others.

Mayer et al. (2000) point out that many people recognise emotional intelligence as the fourth branch of emotional management. The same authors warn that trying to abate emotion may suppress emotional intelligence. They suggest it may be better to regard emotional

intelligence as an ability to be open to all types of emotions so they can be perceived and identified by the brain's intelligence system, though they will not necessarily be expressed. Mayer et al. (2000) suggest defining emotional intelligence as 'describing societal processes that integrate emotion and thought' (p.96). They view emotional intelligence as an ability model based on an intelligence framework (Caruso, 2008). The same authors developed the Mayer, Salovey, Caruso, Emotional Intelligence Test v.2.0 (MSCEIT v2.0). This gives a score based on a person's performance on a set of items designed to measure their model of emotional intelligence.

Bar-On (2006) began his work by investigating psychological wellbeing. His model of emotional-social intelligence is set out below. It consists of five main competencies, with skills associated with each competency.

Self-awareness and self-expression

- accurately perceive, understand and accept oneself
- be aware of, and understand, one's emotions
- effectively and constructively express one's emotions and oneself
- be self-reliant and free of emotional dependency on others
- strive to achieve personal goals and actualise oneself

Social awareness and interpersonal relationships

- be aware of, and understand, how others feel
- identify with one's social group and cooperate with others
- establish mutually satisfying relationships and relate well with others

Emotional management and regulation

- effectively and constructively manage emotions
- effectively and constructively control emotions

Change management

- objectively validate one's feelings and thinking with external reality
- adapt and adjust one's feelings and thinking to new situations
- effectively solve problems of a personal and interpersonal nature

Self-motivation
  - be positive and look on the brighter side of life
  - feel content with oneself, others and life in general

Bar-On constructed the Emotional Quotient Inventory (EQ-i) as a measure of his model. It is a self-report measure that examines emotionally and socially competent behaviour to assess an individual's emotional and social intelligence, rather than appraising traditional personality traits or cognitive capacity (Bar-On, 2006).

Goleman's (1998) model details five 'social and emotional competencies' (p.318) that make up emotional intelligence. These are as follows:
  1. self-awareness: being alert to your feelings
  2. self-regulation: managing your feelings
  3. motivation: using feelings to help achieve goals
  4. empathy: tuning into how others feel
  5. social skills: handling feelings well in interactions with others

2.5.3 Criticisms of emotional intelligence

'There is perhaps no construct in the social sciences that has produced more controversy in recent years than emotional intelligence' (p.325, Spector and Johnson, 2006).

Emmerling and Goleman (2003) point out that emotional intelligence caught on so quickly that perhaps it was inevitable that a gap was created between what we know and what we need to know. Unsurprisingly, this has resulted in a huge amount of controversy and debate among researchers and practitioners who are keen to understand and apply the principles associated with emotional intelligence. The authors emphasise that a debate like this one is not limited to emotional intelligence. Rather, it is an intrinsic part of theory development and scientific discovery in any field.

There are a number of criticisms and concerns most commonly levelled at the field of emotional intelligence. These are explored and addressed in the following sections.

2.5.4 *Multiple definitions and models of emotional intelligence*

One of the main criticisms of the field of emotional intelligence is the many existing definitions and models of emotional intelligence. Kuhn (2012) observes that individual research paradigms are formed through scientists' work to systematically deal with data, directed by deeply held theories. As paradigms develop, specific theories within the paradigm begin to emerge and separate. Emmerling and Goleman (2003) emphasise that this has occurred since the first recognised emotional intelligence theory was proposed by Salovey and Mayer (1990).

One thing many researchers seem to agree upon is the disagreement over the very term 'emotional intelligence.' Mayer, Salovey and Caruso (2008) comment that the term 'is now employed to cover too many different things' (p.503). Matthews, Zeidner and Roberts (2004) state that 'examination of the literature suggests there is no clear, consensual definition of EI' (p.180). Waterhouse (2006) states that writers are not always clear about these differences and meanings when they use the term 'emotional intelligence.'

This disparity in the meaning of 'emotional intelligence' has raised a number of issues. For example, Daus and Ashkanasy (2003) maintain that, 'to an extent, they (these models) have done much more harm than good regarding establishing emotional intelligence as a legitimate, empirical construct with incremental validity potential' (p.69-70). Cherniss (2010b) highlights the problem of readers assuming different types of EQ are one and the same and, as a consequence, applying results based on the study of one form to situations involving another. Additionally, different readers might draw different conclusions about emotional intelligence depending upon the research each used (Cherniss, 2010b). Matthews et al. (2002) report that different studies identify very diverse skills as part of emotional intelligence, thanks to the frequent redefinitions of the construct of EQ by researchers. Unsurprisingly, this results in considerable confusion.

Cherniss et al. (2006) acknowledge there are differences between several major models of emotional intelligence and that a great deal of theoretical work has explored these differences. Despite this, there is substantial overlap between different models. Cherniss et al. (2006) propose that it is in this overlap that a provisional definition of the concept might arise to guide dialogue. They point out that all of the main models of emotional intelligence recognise the involvement of two parts: awareness and management of one's own emotions, and

awareness and management of others' emotions (Cherniss et al., 2006). Emmerling and Goleman (2003) reinforce this notion of overlap between models with specific reference to three theories that have created most interest in terms of research and application. These theories come from Mayer and Salovey (1997), Bar-On (2006) and Goleman (1998). Emmerling and Goleman (2003) state that 'theories within the emotional intelligence paradigm seek to understand how individuals perceive, understand, utilise and manage emotions in an effort to predict and foster personal effectiveness' (p.12). Ciarrochi, Chan and Caputi (2000) agree that definitions within the field of emotional intelligence 'tend to be complementary rather than contradictory' (p.540). One further point to note is that all the definitions of emotional intelligence embody a combination of cognitive and emotional abilities (Cherniss, 2001).

A number of researchers have suggested possible solutions to the issues raised by multiple definitions and models of emotional intelligence. Cherniss (2010a) proposes one option, which is to differentiate between definitions and models then implement a single definition. Van Rooy, Whitman and Viswesvaran (2010) agree that a more focused and unitary definition will help. Cherniss (2010a) expands on his point, stating that this shared definition can be used to decide which collections of abilities and traits are true models of emotional intelligence. This approach accepts that a multiplicity of different models can exist, even with a single definition.

Though there is yet to be any common agreement, Cherniss' (2010) literature review suggests that most researchers accept a basic definition offered by Mayer et al. (2000). They explain emotional intelligence as 'the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others' (p.396, Mayer et al., 2000).

Cherniss (2010a) offers another related solution: select one of the existing models and establish that it is the best one. However, as he notes, every current model has its limitations, including the Mayer–Salovey–Caruso model. There are certain strengths in different models (Cherniss, 2010a).

An alternative option comes from Caruso (2003), who proposes that the term 'emotional intelligence' should be reserved for intelligence or ability-based models. He makes the

compelling point that in the absence of a common language, there is no chance that researchers and practitioners can effectively communicate with one another. Caruso (2003) also provides a starting point for a dictionary of EQ terms as shown in Table 2. He links each term to a current approach and notes the current areas of interest to which the term relates.

Term	Current Approach	Related to:
Trait Approach	Traits relates to adaptation and coping (e.g. assertiveness)	Models of personality and dispositional traits
Competency Approach	Acquired skills and competencies underlying effective leadership (e.g. influence)	Leadership competency models
Emotional Intelligence	Intellectual abilities using emotional information (e.g. emotion identification)	Models of general, or standard, intelligence

Table 2 Caruso's (2003) starting point for a dictionary of EQ terms

While some authors (Waterhouse, 2006) point to the number of theoretical viewpoints in emotional intelligence as a weakness, others argue that several versions of emotional intelligence theory is a sign of the robustness of the field (Emmerling and Goleman, 2003; Cherniss et al., 2006), and that multiple theories can clarify aspects of multifaceted psychological constructs (Emmerling and Goleman, 1993). Cherniss (2010a) proposes an alternative solution to the current controversy surrounding different models: to accept the diversity in views and live with it, at least for the present.

'Such disagreements are not cause for dismay. Scientific research rarely begins with fully agreed definitions, though it may eventually lead to them' (p.77, Neisser et al., 1996).

2.5.5 Parallels between research into emotional intelligence and traditional intelligence

Cherniss et al. (2006) highlights that as with emotional intelligence, there have been multiple versions of theories relating to traditional intelligence (IQ). He cites the work of Guilford, Cattell, Wechsler, and Sternberg as being notable, among other work. Emmerling and Goleman (2003) stress that the debate about IQ has been going on for close to one hundred

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years and looks set to continue. Despite the length of this debate, researchers have not yet agreed upon what IQ actually is or the best way to measure it (Cherniss et al., 2006).

Emmerling and Goleman (2003) point out that multiple theories of traditional intelligence (IQ) have not seriously threatened or discredited the field. In fact, they emphasise that the continued deliberations and research on IQ has considerably increased the existing knowledge and practical applications of intelligence assessments to a range of populations and issues. They recognise emotional intelligence as a field that, while still in its infancy, appears to be following a similar path to that of IQ (Emmerling and Goleman, 2003). Cherniss et al. (2006) raise the point that expecting a consensus for a model or definition of emotional intelligence, particularly given the stage of its development, means holding emotional intelligence to a different standard.

2.5.6 Emotional intelligence, personality and IQ

An additional criticism of emotional intelligence focuses on the perceived lack of differentiation between EQ, general intelligence (IQ) and personality constructs (Matthews, Zeidner, and Roberts, 2004). Furthermore, Matthews et al. (2004) say the correlation between emotional intelligence, personality measures and standard intelligence measures is another issue for EQ theory.

A number of studies reinforce the overlap between emotional intelligence and personality. For example, Van Rooy, Whitman and Viswesvaran (2010) find ability and mixed ability models of emotional intelligence both have distinctive patterns of correlation with general mental ability and the Big Five factors of personality. Davies, Stankov, and Roberts (1998) report that 'all self-report measures having satisfactory reliabilities tend to load on well-known personality factors' (p.1012). Schulte, Ree, and Carretta (2004) report a highly significant positive correlation (.81) between the components of EQ and five major personality factors (warmth, conscientiousness, sociability, neuroticism, and openness) in combination with general intelligence. As a result, they propose that EQ theory does not add much to understanding human behaviour. In their factor analysis of EQ abilities, Barchard and Hakstian (2004) report that emotional congruence is the only factor that is autonomous from IQ and personality. Waterhouse (2006) suggests that as certain traits and skills, such as language and aspects of personality, contribute to social-emotional skills, they should be considered as factors contributing to any comprehensive construct of emotional intelligence.

However, not all of the research literature has found a strong relationship between emotional intelligence and personality. Emmerling and Goleman (2003) cite a number of studies which, when IQ and personality are controlled for, have shown emotional intelligence to be a 'unique construct that accounts for unique variance' (p.10, Emmerling and Goleman, 2003). Brackett and Mayer (2003) find that after controlling for personality and verbal SAT scores, lower scores on the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) still predict social deviance and lower scores on the EQ-i predict higher alcohol consumption.

Ashkanasy and Daus (2005) feel there are key differences between social intelligence and emotional intelligence, and this was also recognised by Mayer and Salovey (1993). They agree that a distinction can be made between general personality and intelligence as follows:

'Personality traits such as extraversion involve dispositions toward behaviour; intelligence involves organismic abilities to behave. Although a trait such as extraversion may depend on social skill, or result in it, a trait is a behavioural preference rather than an ability. Knowing what another person feels, in contrast, is a mental ability. Such knowledge may stem from, or be somewhat independent of it. The way in which we have defined emotional intelligence—as involving a series of mental abilities—qualifies it as a form of intelligence.' (p.434, Mayer and Salovey, 1993).

Mayer and Salovey (1993) further distinguish emotional intelligence from general intelligence as involving the operation of emotions and emotional content. Their opinion is supported by Law, Wong, and Song (2004), who report that self-report measures of EQ and personality together give a better prediction of life satisfaction than personality measures alone. In a second study, after controlling for the Big Five factors of personality, their findings demonstrate that others' ratings of EQ explain additional variance in students' life satisfaction and feelings of powerlessness, as well as better predicting workers' job performance ratings. Cherniss et al. (2006) point to these results as further support for the notion that EQ as a construct is related to, but distinct from, personality. Cherniss (2010b) recognises that emotional and social competencies are similar to personality, but not synonymous with personality, and the correlation with IQ scores depends upon the particular competency being examined. For example, a competency like optimism shows almost no correlation with IQ scores, whereas other competencies have a cognitive component (Cherniss, 2010b).

Van Rooy, Viswesvaran and Pluta (2005) conducted a meta-analysis of 58 studies of the EQ construct with more than 8,000 participants. They found a high correlation between personality measures and some mixed model measures of emotional intelligence. However, this was not the case for ability-based measures like the MSCEIT, which did not correlate highly with personality (.13) or cognitive ability (.34).

Emmerling and Goleman (2003) comment on the accumulating evidence that suggests the EI construct represents a collection of traits and abilities that are not entirely explained by cognitive intelligence and traditional measures of personality. Each of the studies investigating the issue has used different measures of EI, with the measures themselves based on different definitions and models. They highlight that personality overlap mainly affects the Bar-On and Goleman models. Another issue with much of this research is that it examines the relationship between particular aspects of EQ and particular personality traits. Emmerling and Goleman (2003) suggest that a study that combines personality traits and then examines incremental validity for EI would clarify the question of overlap.

2.5.7 Emotion and cognition

As previously mentioned, all the definitions of emotional intelligence embody a combination of cognitive and emotional abilities (Cherniss, 2001). Waterhouse (2006) asserts there is no distinctive underlying neural system for emotional and social abilities because emotion and cognition normally coordinate in mental life. However, there is an increasing understanding in neuroscience that cognition and emotions are not independent, but instead interlinked. Caruso (2008, p.5) states: '…emotions contain data and they send us a signal about what's going on in the world, or within ourselves. Emotions direct our attention and motivate us to engage in certain behaviours… The most important aspect of emotion is to give us critical data about our interpersonal world.' It is possible for discrete neural systems to be interactive and still have distinct functions (Cherniss et al, 2006). Cherniss et al. (2006) recognise that prefrontal cortical areas are useful for those cognitive functions measured by IQ tests while subcortical systems are more important for emotional and social functions such as empathy.

There are a number of examples that indicate the vital role of emotional processing abilities in effective performance and adjustment. Damasio (1994) underlines the key role of emotions in decision-making, contravening the traditionally held view that emotion and reason are conflicting (Mayer et al., 2000). Caruso (2008, p.5) reinforces this, stating: 'Emotions do not

interfere with good decision making, they are… necessary and critical for all effective decisions'. One specific example is provided by Damasio (1994), who cites the case of a talented lawyer who had surgery to remove a brain tumour. After the surgery, his cognitive abilities remained strong, but he could scarcely manage at work, and his social relationships deteriorated extensively. An MRI scan showed damage to the neural pathways connecting the emotional areas of his brain to the prefrontal cortex as a result of the surgery, so it was impossible for the lawyer to make even a simple decision (Damasio, 1994).

The independence of the cognitive and social/emotional systems is also apparent in those neurological patients with lesions to the ventromedial prefrontal cortex, the amygdala, and insular regions. These patients exhibit normal levels of cognitive function as assessed by IQ tests while experiencing impairment in social judgments and decision-making (Bar-On, Tranel, Denburg and Bechara, 2003).

Further evidence for independent systems for cognitive and social/emotional functions is seen in those with Asperger's syndrome. Many of those with Asperger's display normal or superior intelligence on IQ measures alongside major deficits in EQ abilities such as empathy, reading facial expressions, and 'mindsight', which is essentially accepting the perspectives of others (Baron-Cohen, 1995). Baron-Cohen (1999) argues that comparing differences between the normal and autistic brain emphasises the circuitry underlying a good part of the social components of emotional intelligence. Confusion with what would seem to be obvious social behaviour to most people is also clear in those with any of a range of clinical conditions involving damage to key parts of the social circuitry. One example is provided by those who have experienced a brain trauma from car accidents. At times, such brain injuries negatively impact a person's ability to accurately judge 'most facets of social information' (p.572), including what others think, feel, or intend (McDonald and Flanagan, 2004).

2.5.8 The issue of measuring emotional intelligence

After reviewing the research on the psychometric properties of several popular tests, Cherniss (2010a) concludes that although there is some support for many of these tests, they all have fundamental limitations. He states this is not surprising given the relative youth of the field. Critics take issue with current tests for a number of reasons, including weak content validity, unstable factor structures, and lack of empirical support for discriminant validity (Conte, 2005).

Caruso (2003) demonstrates how the three major EQ models are each associated with a distinctive measurement approach in *Table 3*.

Term	Measurement Approach		
	Self-report	Other-report	Ability
Trait Approach	✔		
Competency Approach		✔	
Emotional Intelligence			✔

Table 3 Measurement approaches for the three major models of emotional intelligence from Caruso (2003)

Caruso (2003) feels that people are confusing models or theories of emotional intelligence with a specific measurement approach and states the importance of separating the underlying model of emotional intelligence from any efforts at measuring emotional intelligence. He recommends starting with theory building, then developing the best methods to measure that concept.

Tett, Fox, and Wang (2005) conclude that emotional intelligence can successfully be measured by self-report scales, after examining 33 studies of six different self-report measures. However, Cherniss (2010b) points to a particular doubt over the construct validity of self-report measures of emotional intelligence. Joseph and Newman's (2010) meta-analysis makes a distinction between studies based on ability models (e.g. Mayer et al., 2000) and those investigating mixed (traits and abilities) models. Joseph and Newman (2010) find an even weaker relationship between self-report emotional intelligence and ability test emotional intelligence than between ability test emotional intelligence and self-report measures of the mixed model of emotional intelligence.

Van Rooy, Whitman and Viswesvaran (2010) compare the objective correct answer available in traditional intelligence tests to emotional intelligence, where an objective correct answer is not available, even with ability based tests. Instead, the correct answer is based on different scoring methodologies. The researchers believe this to be one of the reasons why measurement method has become such a muddle in the field of emotional intelligence research (Van Rooy, Whitman and Viswesvaran, 2010). Another basic limitation from which most measures suffer is their disregard of the role of context (Cherniss, 2010a). Research in

social psychology has shown the enormous variations in behaviour depending upon the situation and setting. Any formal emotional intelligence test examines a sample of behaviour from just one, extremely artificial context, so it may be a poor measure of actual behaviour in real-life situations (Cherniss, 2010a).

Further to the discussion in my previous section on emotional intelligence, personality and traditional intelligence, Brackett and Mayer (2003) compare several measures to conclude that only the MSCEIT is differentiable from measures of personality and well-being. Despite this, research on the MEIS (and its replacement the MSCEIT v2.0) shows it is correlated with traditional measures of personality (Van Rooy and Viswesvaran (2004).

Several researchers make specific recommendations to develop measures of emotional intelligence. For example, Van Rooy, Whitman and Viswesvaran (2010) suggest that 'what we need are studies showing high correlations among multiple measures that assess ability EI using methods other than self-reports. The bottom line is that more tests assessing the demonstration of emotional ability are needed' (p.150).

Locke (2005) states that the definition of emotional intelligence is so broad and inclusive that it has no intelligible meaning. Van Rooy, Whitman and Viswesvaran (2010) support the possibility that emotional intelligence may be an 'overarching global construct' (p.150), and state that certain models only test a part of the construct. Further support for this is provided by Van Rooy and Viswesvaran (2004), who examine the correlation between the MEIS, which is a measure of Mayer and Salovey's model, and the EQ-I, which measures Bar-On's model (Bar-On, 2006). Results show the two measures are not highly correlated with one another, indicating that each measure draws upon different aspects of the construct. This is perhaps not surprising when considering each major theory differs in its basic definition of emotional intelligence (Van Rooy and Viswesvaran, 2004).

Van Rooy, Whitman and Viswesvaran (2010) suggest using factor analytic studies that examine measures from different models to assess such competing mechanisms. Riggio (2010) agrees with the notion of measurements that focus more narrowly on emotional and social competencies. He states that these measures may be more useful than measures of very wide concepts like emotional intelligence, in terms of predicting specific outcomes such as leadership.

Van Rooy, Whitman and Viswesvaran (2010) conclude that we need more tests measuring the demonstration of emotional ability. They also point to the need to establish whether differences in test scores exist between demographic groups, breaking groups down by gender or ethnicity, for instance. They cite empirical research that reports slightly higher scores for women than men (Van Rooy, Alonso, and Viswesvaran, 2005). In some cases, group differences are related to the particular measurement method used (Roberts, Zeidner and Matthews, 2001).

2.5.9 Further comments on the issues with emotional intelligence

Cherniss (2010b) recognises the value of deliberation over the meaning and measurement of emotional intelligence. However, he states it is important to remember the initial big idea of emotional intelligence: 'there are personal qualities other than traditional intelligence that are important for success' (p.184, Cherniss, 2010b).

Caruso (2003) is of the opinion that 'there have been too many wild claims made in the frenzy to stake out territory during the gold rush of emotional intelligence' (p.4). He identifies the problematic differences between writing for the general public and writing for the scientific community, particularly when claims have been based on unsubstantiated research results or unpublished drafts of manuscripts. He highlights the importance of using the scientific method when collaborating with other researchers, as this is not always adhered to in emotional intelligence research. As he points out in an earlier paper, emotional intelligence is a young theory which is still at an early stage in development and hypothesis testing, so it is important to consider all of the evidence (Cherniss et al., 2006) While Caruso (2003) acknowledges that the field is too new and moving too quickly to depend exclusively upon peer reviewed articles, he urges caution about making claims that have not been subjected to peer review, and asserts it is up to all of those involved in the field to ensure it is accurately and responsibly represented.

Caruso (2003) recommends collaboration between practitioners and researchers to carry out much-needed outcome and training research in addition to vital validity studies. He maintains that every piece of research should examine what EQ adds to the current understanding of personal outcomes based upon existing theories and models of personality, competencies and intelligence. Furthermore, he urges researchers to be honest about the limitations and to advocate responsible applications of emotional intelligence that are not harmful to people.

Caruso (2003) identifies that it is a challenge for researchers in the field to engage one another in constructive dialogue and debate. He acknowledges the critical differences and disagreements that exist in the EQ field between various schools of thought and the researchers, writers and practitioners carrying out this work. Caruso (2003) advises researchers to pay attention to these differences. He also recommends paying attention to any uncomfortable feelings when hearing a claim with which one might disagree, as these uncomfortable feelings contain information that allows researchers to become more effective.

2.5.10 Emotional competence

Cherniss et al. (2006) identifies confusion between the fundamental core abilities of emotional intelligence and the numerous social and emotional competencies that are built upon these core abilities. He states that two different constructs are often referred to by the term 'emotional intelligence' (Cherniss, 2010a):

1.   emotional intelligence
2.   emotional and social competence.

Cherniss (2010a) believes that making a distinction between these two constructs can help clarify thinking and communication in the field. Cherniss (2010b) further explains that emotional and social competencies refer to a big group of personal attributes. This is comparable to the way the concept of personality represents a big group of personal attributes. Emotional and social competence, like personality, is not a statistical construct but a label for this particular field (Cherniss, 2010b).

Saarni's (2000) concept of emotional competence 'is the demonstration of self-efficacy in emotion-eliciting social transactions' (p.68), where self-efficacy is defined as a belief that one has the 'capacity and skills to achieve a desired outcome' (p.68). She emphasises skills as opposed to abilities, so her construct is classed as a competency model according to Caruso (2008).

The skills of emotional competence as defined by Saarni (2000) are listed below, though she states the importance of recognising that these skills reflect Western cultural beliefs about emotional proficiency, and cautions that the generalisability to other cultures may be limited.

<u>Skill of emotional competence</u>

1. being aware of one's emotional state
2. distinguishing others' emotions
3. using the culturally available vocabulary of emotion appropriately
4. empathic and sympathetic participation in others' emotional experiences
5. understanding that there may be a difference between inner emotional states and outer expression
6. using intrinsic coping strategies to handle unpleasant or difficult emotions well
7. awareness that relationships are partly demarcated by both the authenticity of emotions displayed and by the level of mutual exchange within the relationship
8. 'feeling overall the way one wants to feel' (p.77)

2.5.11 Can emotional intelligence be developed?

In contrast to other intelligences, Goleman (1995) claims that emotional intelligence could be learned. However, Emmerling and Goleman (2003) acknowledge there is a lot of scepticism regarding the learnability of emotional intelligence, and recognise the important role of genetics in the development of emotional intelligence.

Scharfe (2000) points to a general agreement among researchers that the facility to regulate, recognise and produce emotional expression improves with age. Bar-On (2000) states that successively older cohorts tend to score higher on his emotional intelligence scale, suggesting that to a degree, emotional intelligence may be learned through life experience. Saarni (2000) agrees with this, emphasising learning and development as key in gaining emotional competence. She identifies factors contributing to an individual's understanding of what it means to feel something then do something about it. These include culture, watching significant others and repeated reinforcement from those with whom they have a meaningful involvement. Moreover, Saarni (2000) places more emphasis on the interaction between a person and a situation rather than viewing emotional competency as a characteristic of that person. As such, the skills to develop emotional competence are learned within a social context; something ascertained by the work of Bowlby (1988). He concludes that a mother's response to her child's emotional communications determines the pattern set for the child. The child learns to identify with emotional responses encouraged by the mother, while rejecting the responses their mother ignored or discouraged. Although Bowlby (1988) makes specific reference to the mother in his work, I would suggest his conclusions apply to the

main caregiver, who could be the father. It may even extend to primary school teachers, given the large proportion of time during the academic year that children spend in school with a particular teacher. There is wide variation in children's mastery of emotion due to the huge range of their social worlds (Scharfe, 2000). This is particularly interesting when considering the cross-cultural environment of TCKs and the additional diversity of their social worlds compared to the worlds of their monocultural peers.

Saarni (2000) points to the benefits of emotional competence as promoting a sense of personal well-being, providing effective skills and coping strategies with which to manage one's emotions and ensure flexible resilience in stressful circumstances. Other researchers have identified the positive impact of more developed emotional knowledge and prosocial behaviour on children's peer relationships (Scharfe, 2000; Denham et al., 1990). Given the challenges of transition and high mobility for TCKs (Pollock and Van Reken, 2009), developing emotional competency might offer a viable option for building resilience and improving coping strategies, in addition to supporting TCKs with more positive peer relationships.

However, Emmerling and Goleman (2003) argue that sustained effort and attention is required for individuals to greatly improve any given aspect of their emotional intelligence, particularly as they find the improvement in EQ with maturation can be weak. They cite findings to support the notion of improving people's social and emotional competence with sustained effort and a systematic programme from different fields. These include psychotherapy (Barlow, 1985) and executive education (Boyatzis, Cowen and Kolb, 1995). Similarly, a number of researchers demonstrate improvements in children's social and emotional competencies in a school context. Their research is explored in the later sections on teaching and learning in this literature review.

Further support for the notion of developing one's emotional intelligence comes from the field of affective neuroscience, which has begun to demonstrate a fair degree of plasticity in the brain circuitry of emotion, even for adults (Davidson, Jackson, and Kalin, 2000). Research on meditation also shows that training can alter those parts of the brain that regulate different types of emotions by focusing on the present. The result is a reduction in anxiety and negative affect, and increases in positive affect (Davidson and Kabat-Zinn, et al., 2003).

2.6 Emotions and Culture

In his discussion on the culturalist view of emotion, Caruso (2008) points to the focus on language. Emotion words are assigned different meanings by different cultures with different languages. However, Izard's (1994) findings support 'the Darwinian hypothesis of the innateness and universality of the facial expressions of a limited set of emotions' (p.288). Despite Izard's results, Russell's (1994) meta-analysis reveals a difference across cultures, and even within cultures, in recognition accuracy for facial emotions. Some emotions are recognised uniformly across cultures, such as happiness and sadness, while others, including fear and anger, are not. Matsumoto (1996) illustrates this: his Japanese participants were slightly less accurate in judging negative universal emotions such as anger, disgust, fear and sadness than the non-Japanese. He suggests this is due to a 'cultural suppression' (p.106) with regard to the perception of these emotions. This also extends to individuals' experience of emotions. For example, Matsumoto (1996) writes that Japanese people reported similar subjective inner emotional experience, but 'less verbalisation, less expressive behaviour and *fewer* physiological sensations' (p.72) than their American and European counterparts.

Caruso (2008) defines display rules as 'cultural norms regarding the hiding, disguising or expression of felt emotions' (p.6). Ekman and Oster (1979) report that 'members of different cultures show the same facial expressions when experiencing the same emotion unless culture-specific display rules interfere' (p.530). Ekman (1972; cited by Ekman, 2006) found that Japanese and American participants displayed the same facial expressions in reaction to grisly films when they thought they were alone. With a researcher visibly present, the American expressions remained the same but the Japanese participants showed a neutral reaction to the film. This suggests the socially constructed nature of display rules. Matsumoto's (1996) Japanese participants did not display certain emotions, but also did not report using emotion regulation strategies. Consequently, he concludes that display rules become automatic and unconscious.

These findings regarding cultural contexts and emotion have implications for international schools, particularly if the school is keen to establish use of a social and emotional programme (Mayer and Salovey 1997; Zeidner et al., 2002). In a new social environment, such as a new culture, behaviour is no longer clearly right or wrong, but becomes ambiguous due to the loss of one's usual behavioural or social cues (Weaver, 1993). Cues include both verbal and non-verbal communication. In fact, Mehrabian (1968) states that 93% of our

communication about feelings is non-verbal. To communicate most effectively, Jones and Jones (2004) discuss the importance of teachers considering the cultural context of their students. Given culture shock can occur if there is a breakdown in interpersonal communication, consideration of effective cross-cultural communication is important in preventing anxiety (Weaver, 1993). This is less of an issue at School X, as the majority of children and teachers are British. In my experience, I feel it may become more relevant in interactions with students' parents, most of whom grew up in their home country and then moved to Asia for their career. However, I think it is also important to avoid swinging too far the opposite way and drawing on stereotypes to inform teachers' knowledge of parents from different cultures. If School X were to develop teachers' awareness of effective cross-cultural communication, this could improve the communication and clarity of teacher-parent interactions.

2.7 Emotional intelligence in education

There has been increased interest in the role of emotional intelligence and emotional literacy in education since the 1990s. However, Dixon (2012) addresses the mistaken assumption that educating the emotions is a new concept. He refers to education in nineteenth-century England, stating that very few people would have felt that children's education should focus entirely on the intellectual to the exclusion of the emotions. Mayer and Cobb (2000) recognise educators' interest in their students' characters since Ancient Greek times and Artman and Jacobs (1928) discuss the character education movement in America in the 1920s. Maslow (1968) also recognises that people have psychological needs, which he views as deficits that need to be filled by the environment to avoid a subjective lack of well-being.

2.7.1 Emotions, teachers and teaching

Kremenitzer et al. (2008) point to the importance of a teacher's social and emotional skills in the creation of the classroom culture. To ensure an emotionally intelligent classroom climate, they urge teachers to model emotional intelligence and permeate the day with emotionally intelligent 'teachable moments'. Mortiboys (2005) also highlights the importance of emotionally intelligent teachers. He believes that teachers should develop and use emotional intelligence to recognise and appropriately respond to their own and their students' feelings, so teaching and learning become more effective. As Kremenitzer et al. (2008) state, the ideal classroom environment is one where the teacher and the students are focused and in sync with developing emotional intelligence skills. This creates 'a community of engaged learners'

(Kremenitzer et al., 2008, p.201). Similarly, Rogers (1983) is passionate in his belief that a teacher's attitude is more important than the procedures and the practices they employ. He writes that when teachers truly show they have 'a prizing, a caring, a trust and a respect for the learner, the climate for learning is enhanced. When it includes a sensitive and accurate empathic listening, then indeed a freeing climate, stimulative of self-initiated learning and growth, exists' (p.167). In accordance with this, Wentzel (2002) reports the opposite is also true, identifying negative feedback as 'the most consistent negative predictor of academic performance and social behaviour' (p.287).

Kremenitzer et al. (2008) suggest that school will be meaningless for children if teachers only focus on the traditional curriculum. Similarly, Mortiboys (2005) emphasises that the value of knowledge and methods can be seriously reduced without emotional intelligence. He feels it is important that students are emotionally available to learn. Educators who accurately perceive and recognise their students' emotions can use this as direct feedback, using it to adjust their instruction or management strategies to teach more effectively (Kremenitzer et al., 2008).

Involvement in emotional intelligence training for students can also benefit teachers in terms of their emotional health. For example, teachers' ability to regulate their emotions helps maintain their own well-being and understanding students' emotions helps teachers generate positive behaviour (Kremenitzer et al., 2008). In England, research suggests teachers with higher levels of emotion-regulation ability are more satisfied with their job, better at managing stress and have a greater sense of personal accomplishment when compared to peers with lower scores (Brackett et al., 2010).

2.7.2 Emotions, students and learning

Historically, educational systems have viewed children's social and emotional skills as separate from subject knowledge and academic performance (Kremenitzer et al., 2008). In fact, students experience a wide range of emotions that impact upon their thoughts, motivation, behaviour, and achievement (Pekrun et al., 2002). Different researchers report differing results on the relationship between elements of emotional intelligence and academic achievement, depending on the nature of the construct they measure (Yüksel and Geban, 2014). However, other authors find that emotional intelligence impacts academic achievement. Gil-Olarte et al. (2006) state that the Mayer-Salovey-Caruso Emotional

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Intelligence Test predicted high school students' grades at the end of the academic year. Malik and Shujja (2013) report a significant positive correlation between academic achievement and emotional intelligence. Participants have also demonstrated better recall for materials that are emotionally intense compared to neutral material. This is the case for both positive and negative emotions (Rapaport, 1961).

Mortiboys (2005) maintains that teachers who attend to the emotional aspect of a classroom are more likely to nurture an emotional state in learners that is beneficial to learning. These benefits include increased engagement, higher motivation and a positive approach to learning. Additionally, learners are more resilient and more willing to take risks, as well as tending to adopt a more collaborative and creative approach. Teachers and students need to be aware that the inbuilt, automatic reactions at the extremes of the emotional spectrum prevent the engagement required for learning to increase knowledge and understanding (Claxton, 1999). The fight or flight reaction is one such extreme. It is triggered by particular feelings and activates physiological processes in the brain that impede the brain functions required to assist learning. An opposite example is the concept of 'flow': an ideal learning state (Csikszentmihalyi, 2002). Flow occurs when there is no pressure or anxiety to distract the learner or prevent them from being fully absorbed in the task (Csikszentmihalyi, 2002).

Claxton (1999, p.15) comments on the role of emotion in learning, addressing the perspective that 'learning, when you get it right, should proceed smoothly and calmly'. From this point of view, becoming emotional is an indication that the learning process is not happening in the correct way and this problem must be solved so normal service can continue. Claxton (1999) suggests that this denies children the opportunity to develop resilience, when resilience is defined as 'the ability to tolerate certain kinds of feeling' (p.37). For instance, the ability to endure some uncertainty has a survival advantage, particularly as the world becomes more complex and unpredictable. Moreover, supporting children through this type of difficult learning, which feels emotionally uncomfortable or where failure is experienced, helps develop their skills as learners. In this way, the process is more useful that the outcome. Mayer and Cobb (2000) support this view, pointing out that emotional intelligence is not the same as feeling good. They comment that 'good classroom behaviour includes intellectual dissension, argument, and sceptical critiques as well as supportive, feel-good commentaries' (p.176).

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Caruso (2008) describes how moods affect learning. People in a negative mood are more focused on details and more critical (Caruso, 2008; Palfai and Salovey, 1993). When in a positive mood, people's thinking is more creative and expansive (Caruso, 2008; Frederickson, 1998). Palfai and Salovey's (1993) findings suggest it is feasible for individuals to manage their state of mood to enhance their cognitive processing for different types of tasks. Moods also affect achievement: middle school students with more positive moods have a higher Grade Point Average (GPA), and those with more negative moods have a lower GPA (Gumora and Arsenio, 2002). It would therefore seem sensible to increase teachers' and students' awareness of the impact of mood to optimise teaching and learning.

Taking the impact of emotional intelligence on teaching and learning into consideration, Mortiboys (2005) strongly feels that the development and use of emotional intelligence should be an integral part of UK teacher training. Though there is currently a lack of emotional intelligence in teacher-training courses at every level, he states that institutions should allocate as much time and attention to emotional intelligence as subject expertise and methods of teaching and learning. He suggests the use of emotional intelligence should be more deliberate than intuitive and that it should be a fundamental part of what teachers offer. This makes sense, given the high levels of emotional skills required from teachers and the potential for burnout (Hochschild, 1983; Maslach, 1999 and Leiter, 1999). I would propose that in-service training should also be provided to qualified teachers to ensure equal development for all teachers.

2.7.3 Emotional intelligence and policy in the primary curriculum

Accompanying the interest of academics in using emotions, or emotional intelligence, in education has been an increase in the number of programmes for delivering social and emotional skills in the primary curriculum. Some of these are examined later in this chapter.

Mayer and Cobb (2000) raise compelling points in their consideration of educational policy surrounding emotional intelligence in America, and these points are also applicable to the interest in socio-emotional curricula in the UK. According to Mayer and Cobb (2000), the link between emotional intelligence and socio-emotional learning appeals to those educators interested in policy for several reasons. First, the idea that emotional intelligence is required to learn and to behave well seems to be accepted quickly. Secondly, policy experts are quick to believe that emotional intelligence is a predictor of success. Third, they acknowledge that

emotional intelligence is easily observed and assessed in students. Finally, they accept that emotional intelligence is readily learnable. Mayer and Cobb (2000) pointed out that the educational policy in America seems to be founded 'more on mass-media science journalism than on actual educational and psychological research' (p.163). Furthermore, they comment that the educational policy at the time of their writing has overtaken the science on which it is presumably based. They suggest that any curricular innovation should be undertaken cautiously, using the example of self-esteem programmes in Californian schools as a warning. These programmes were implemented extensively without any research evidence to suggest that such programmes would improve learning or any other behavioural outcomes. It became apparent after a few years that the whole self-esteem movement had been a waste of time with no evidence of improvements.

Mayer and Cobb (2000) point out that 'an intelligence refers to a capacity to learn' (p.177), therefore they feel that teaching an intelligence does not make sense. In fact, they note that most policy makers seem to be interested in teaching emotional knowledge rather than the acquisition of emotional intelligence. Consequently, they suggest using the term 'socio-emotional learning' (p.177). Socio-emotional learning (SEL) involves developing the skills to manage life in a social world. Examples of these skills are effective communication and the ability to exercise emotional self-control (Elias et al., 1997). Supporters of SEL want these ideas to be taught within and outside of the standard curriculum. Their thinking is based upon the concept that learning can moderate many elements of personality for the better. Mayer and Cobb (2000) acknowledge that it is likely that some aspects of socio-emotional skills can be taught. In fact, many of these teachable skills can be found in the existing curricula for SEL, such as the PATHS curriculum (Greenberg et al., 1995). Having acknowledged this, however, the authors comment that more outcome studies would be needed to determine the extent to which SEL improves school performance or positively impacts behaviour (Mayer and Cobb, 2000). CASEL's (2003) document recommends the use of SEL programmes that offer empirical evidence of their effectiveness and are based on valid psychological or educational theory. Given the high academic standards of School X, it would be reassuring to note that research findings indicate either a positive impact or no detrimental effects of SEL programmes on academic results and learning. It is also interesting to consider the ways in which emotional intelligence could benefit the learning process. Goleman's (1995) chapter reviewing programmes of socio-emotional learning in schools omits any relevant outcome

studies. However, he does cite some anecdotal evidence for the success of socio-emotional learning.

Despite their concerns, Mayer and Cobb (2000) recognise that current policy is well intentioned. They suggest that a curriculum centred on new integrations in personality psychology would be worth considering. While they make many interesting points for consideration in their article, it must be remembered that the article was written fourteen years before this thesis. As there is still a SEL focus in schools, in later sections of this literature review, I will examine more recent curricula and their impact. Some of these curricula use different definitions of emotional intelligence; these are also acknowledged.

Ecclestone and Hayes (2009) offer a critique on educational policy in relation to emotional well-being in the UK. The term 'emotional well-being' encompasses emotional intelligence as defined in my thesis. The authors write that it is essential to connect 'apparently disparate concerns and initiatives around emotional well-being and philosophical and political beliefs about the human and curriculum subject' (p.384). Ecclestone and Hayes (2009) report the endorsement of emotional well-being policy and practice in the UK by more than seventy organisations, including academics in psychology departments, education departments and research centres in well-being, as well as private and local authority psychologists (DfES, 2005; cited in Ecclestone and Hayes, 2009). The authors write that uptake of this policy is such that recipients of emotional well-being, and other related notions, benefit from government sponsorship and it reflects the situation in America described by Mayer and Cobb (2000). However, Ecclestone and Hayes (2009) identify resonance with the public as an important factor differentiating the interest in emotional well-being from other trends. Ecclestone and Hayes (2009) propose that this stems from and strengthens a 'crisis of authority where adults fear that stressed-out, disaffected young people cannot cope with and will not tolerate a traditional subject based curriculum' (p.385). The consequence of this is the widely held assumption that children require a 'personally relevant, "engaging" education where adults and peers listen (to) and affirm them' (p.385). This interpretation depicts subject knowledge as 'reactionary, irrelevant and oppressive' (p.385) and promotes the belief that subjects are only engaging if they concern the self and its emotions regarding life and the world.

On the other hand, those in support of emotional literacy are of the opinion that it can be developed through traditional subjects (Weare, 2004). Ecclestone and Hayes (2009) cite the Rose Review as recommending more personal development and well-being and less subject teaching. Having revisited the Rose Review (Rose, 2011), I would argue that this is not the case. The Rose Review recognises that personal development already forms the heart of the curriculum in many primary schools. It suggests that primary schools 'provide a greater emphasis on personal development through a more integrated and simpler framework for schools' (p.12). However, I feel it is important to note that this recommendation is only one of several. Other suggestions focus on the importance of the knowledge, understanding and skills provided by traditional curriculum subjects. Where there are references to emotion, some of these are as a by-product of other curriculum areas. For example, engagement with storytelling and high-quality literature is referred to in relation to the benefit to children's emotional development as well as the benefit of improving their enjoyment and comprehension of language. It also suggests that the understanding of how children learn and develop should support the curriculum. Emotional and social development is identified as an aspect of this, alongside physical, intellectual, cultural, moral and spiritual development. Further explanation of this involves children identifying and addressing their own barriers to learning to develop their resilience and self-esteem. This ultimately allows children to take responsibility for their own learning. This opinion is congruent with Claxton's (1999) writing about the use of emotions in learning. He suggests that increasing children's resilience enables them to persevere when learning is particularly challenging. Finally, the Rose Review (Rose, 2011) recommends that schools identify when to teach parts of personal development discretely, and when this can be best delivered – and learned - through other curriculum subjects or as part of daily living. The views of Ecclestone and Hayes (2009) are also inconsistent with the definition and application of emotional intelligence as I describe it for the purposes of my thesis. It is my opinion that teachers' and children's knowledge and application of emotional intelligence should enhance children's learning experiences in other subjects, not replace study of those subjects with the study of emotional intelligence per se. An additional bonus to this would be the increased resilience children would be able to engage when facing personal issues and challenges in their learning.

In line with the Rose Review (Rose, 2011), Ecclestone and Hayes (2009) comment that personal and social outcomes have always been produced as a side effect to the cognitive or practical activities taking place in education. They also state that education institutions have

always considered the emotional elements of students' lives and learning; some more than others. In my experience, this depends very much upon the institution in question and the value placed by the headteacher on the affective elements of students' lives. Another influencing factor, in my opinion, is the expertise and knowledge of the teachers involved, and the importance they attach to the social and emotional aspect of education. Certainly, on an anecdotal basis, I can comment that the emotional aspects of children are not always explicitly considered; there is rarely in-service training which focuses on children's emotions and, where emotions are taken into account, this is often as a reaction to academic or personal challenges children may be facing at that point in time. Interestingly, Ecclestone and Hayes (2009) write that a teacher needs to be self-reflective and self-aware so as to be mentally and emotionally healthy. Additionally, they point to the Teacher Support Network, which advocates that schools pay attention to teachers' mental health if they are to 'raise achievement and promote pupils' well-being' (p.378). I would also point to ways in which the role of a primary school teacher differs from that of teachers working with older students. As primary school teachers are mainly in charge of one class, the teacher has a responsibility for the pastoral care of the children in their class. Primary-aged children are still developing socially and emotionally, as well as feasibly encountering a range of social and emotional challenges. For these reasons, I have always felt children's social and emotional development to be of equal importance to the academic side of the curriculum for a primary school teacher. Surely it would be better to train teachers properly in a range of strategies to support children's social and emotional development than to rely on teachers' personal experience or interests, or that of the management of the school, to determine the nature and scope of social and emotional learning for children.

Ecclestone and Hayes (2009) point to the current disenchantment in UK education with traditional subjects and assessment as factors in 'creating a hollowed-out curriculum as an instrument for "delivering" a plethora of attributes, skills, values and dispositions' (p.385). As a teacher, I would argue that the heavy content-based teaching and frequent assessment required by the UK curriculum do not form a particularly successful model. In my opinion, this approach is creating a generation of children who cannot think for themselves and are not equipped to solve problems or adopt a resilient approach in an unfamiliar situation. In recent years, there has been much more discussion about the potential for developing children's thinking skills and application with a 'creative curriculum'. I strongly feel such a curriculum

should be based on a firm foundation of knowledge while reducing the content overload commonly experienced in the primary curriculum.

Ecclestone and Hayes (2009) write 'we have defined the therapeutic turn in education as the emphasising of the emotional…over the intellectual' (p.380). It is crucial to acknowledge that I am not suggesting this at all, either for School X or for schools in general. School X has rigorous academic standards and children make outstanding progress. My view is that a curriculum that factors in EQ might provide support for social and emotional issues alongside the intellectual focus of the school. This would allow teachers to adopt a 'whole child' approach rather than focusing on the intellectual aspect of education to the exclusion of the social and emotional side, and vice versa. It also recognises the important role of each of these areas for educators and children. In my opinion, an international school also has a key social and emotional responsibility towards its families and staff in raising awareness of the issues faced by TCKs and providing ways to best support them. The issues associated with a high rate of mobility would provide an excellent area on which to focus.

Ecclestone and Hayes (2009) make several valid points worthy of consideration. They state it is 'essential to trace developments, claims and assumptions, to understand their origins and constructs, to identify the various constituencies and interest groups promoting them...' (p.371). Additionally, they emphasise that researchers must be transparent in sharing the extent of political and commercial interests in this area and be prepared to engage in debate about the consequences. I agree with the authors that an ad hoc approach to therapeutic education could cause problems. There are different interventions, which can be used with differing levels of success, and many of these interventions still require research evidence to evaluate their efficacy. Therefore, and given the interest in this area from policy makers, there is a strong case for an evidenced-based research approach to emotional learning within both teacher training and professional development for qualified teachers. This would ensure consistency and promote the use of programmes that have been proven to make a difference.

As I previously stated, the use of programmes to promote SEL would not have to come at the expense of traditional subject learning. Perhaps the changes in subject learning discussed by Ecclestone and Hayes (2009) have been influenced more by the rapid change of pace in today's world and the changes that are yet to happen. As I see it, it is every school's responsibility to prepare flexible, adaptable, resilient learners for the future, whatever that

might hold. Bearing in mind the interest and concern from researchers and policy makers over social and emotional interventions, the following paragraphs go on to examine a range of existing programmes.

2.7.4 Interventions and their impact

Elias et al. (1997) describe social and emotional learning (SEL) as a method through which people can develop the 'skills, attitudes and values necessary to acquire social and emotional competence' (p.2). In their evaluation of SEL programmes, Graczyk et al. (2000) write that social and emotional education extends beyond a focus on the emotions. It involves teaching a fundamental 'group of cognitive, affective and behavioural life competencies that promote positive development in children' (p.397). A safe and supportive environment is best, and it takes place through a process of 'modelling, observation, practice, constructive reinforcement and guidance' (p.397). I think that most, if not all, teachers at School X, would be familiar with using the strategies outlined by Graczyk el al. (2000). In more traditional curriculum subjects, 'modelling, observation, practice, constructive reinforcement and guidance' (p.397) generally count as good classroom practice. The aim of social and emotional education is to equip children with competencies, alongside opportunities to apply these competencies, in order to bring about positive social and health outcomes such as emotional and physical well-being.

Dracinschi (2012) investigates the impact of the programme 'Playing the Life' upon primary school children's social and emotional abilities and resilience. Results were obtained from a pre- and post-test assessment of the children from their own and their teachers' points of view. The researchers found that the intervention developed children's social and emotional abilities along with self-regulation, social competence, empathy and responsibility. Furthermore, after the intervention, those children who participated in the intervention were placed in the top categories for their social and emotional abilities. The authors state that their findings provide evidence that educational programmes can be used to develop social and emotional skills. This lends support to policy makers who are keen to include such programmes in the curriculum.

Humphrey et al. (2008) examine the impact of the Social and Emotional Aspects of Learning (SEAL) programme in the UK through the use of Local Authority (LA) interviews and case studies. SEAL was introduced to primary schools in 2005. The authors note that by 2008,

around 80% of UK primary schools were using SEAL resources. SEAL is a comprehensive, whole-school approach to fostering social and emotional skills. These skills are drawn from the domains outlined in Goleman's (1995) model of emotional intelligence and consist of self-awareness, self-regulation, motivation, empathy and social skills.

Their quantitative data evaluation yields a statistically significant positive impact of small group work in primary SEAL in at least one of the domains measured within each of the four theme-based interventions, even though the average effect size is small. This includes increases in pupil-rated emotional literacy and in pupil-rated social skills. Notably, a 'follow-up' measure shows a sustained impact of the interventions after a seven-week period. Case study evidence from staff and pupils suggests small group work has a positive effect on pupils' social and emotional skills, and this positively impacts pupil well-being in general. From LA staff interviews conducted for the study, it would seem that successful implementation within a given school is heavily influenced by the work already taking place in that school, such as other general approaches to social and emotional learning. Another key observation is the fundamental role played by the skills, knowledge and experience of the 'small group facilitator'. This evidence, referring to the existing work within a school and the influence of an experienced facilitator, reinforces the need for raising and maintaining teachers' awareness, which would need to be accompanied by the provision of high-quality training. I am sure that if the success of a maths or English intervention depended upon individual teachers' experience to the same extent, this would quickly be addressed to ensure consistency for all children. The SEAL programme was designed for all children to access. However, many of the SEAL materials focus on issues that may not be the most pertinent for a TCK.

Kelly et al. (2004) evaluate an exploratory qualitative study of the Promoting Alternative Thinking Strategies (PATHS) curriculum in a Year 5 class. PATHS is an intervention designed to promote children's emotional competence. It was selected due to 'its clear conceptualisation of emotion, its emphasis upon cognitive and developmental aspects and its research history' (p.221). With regard to the outcomes, the authors report very positive ratings of PATHS from the pupils, class teachers and other staff who participated in the project. PATHS is credited with affecting positive emotional, social and behavioural changes at a class and individual level. The authors also identify the importance of developing a positive school ethos in fostering these effects. These findings are congruent with those from

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Greenberg et al. (1995) who investigated the PATHS curriculum with similar results. Interestingly, there are similarities between these observations and the findings from the study of the SEAL curriculum, where successful implementation within a given school is heavily influenced by the social and emotional work already taking place. Similar positive findings have been reported in domains outside of education. McLachlan et al. (2009) writes about 'Emotion Locomotion', a programme for children aged 6-8 designed by nursing students and their instructor. The researchers' results show increases in children's correct responses when they are asked to identify an emotion from a photo, as well as accurate recognition of vocabulary used to represent emotions. When the researchers observed students role-playing in puppet shows, they noted an increase in the 'appropriate expression of emotions and healthy ways to deal with feelings' (p.373).

In their evaluation, Graczyk et al. (2000) state that quality SEL programs share several criteria. These include a classroom curriculum as well as an integrated approach with the whole school, families and community. In a third culture context, this should be readily achievable, as the school tends to form a focal point for the expatriate community. Successful SEL programs also include evaluation, monitoring and training, with support for implementation of the programme. This would work well in School X, as this is exactly how the curriculum management team already lead and monitor their subjects.

2.8 How Emotional Intelligence could support TCKs

I am of the opinion that developing children's emotional intelligence has great potential to positively impact their social and emotional skills and to potentially increase their resilience in the face of high mobility. This has an array of potential benefits, which are outlined in this section, and are of particular interest in my work when considered in the context of TCKs and international education. As outlined earlier in this literature review, TCKs face specific challenges as a result of living in an international world with high levels of mobility. Some of these challenges include dealing with a much higher level of guilt and grief than children growing up in a monocultural environment.

Where I could not locate research literature pertaining specifically to TCKs, I have drawn support from existing literature, which is related in terms of concepts.

2.8.1 Emotional intelligence and international education

Sherlock (2002) explores the possibilities for integrating emotional intelligence into an international curriculum, stating there is an inextricable link between international education and emotional intelligence. He establishes that a curriculum that cultivates emotional intelligence is more likely to instil certain values in students, such as open-mindedness, inclusion, respect and tolerance. He points to the need for teaching emotional intelligence in any school intending to foster international values, particularly those values of empathy, caring and tolerance. A key point of great interest to my work is his observation that the underlying meaning and values of both emotional intelligence and international education are shared and constant, despite differences in specific terms between the two areas. He states that the focus on developing a child's personality is also evident in both fields. According to him, the key personal competency in emotional intelligence is self-management: a theme running through much of the literature on international education. He writes that self-management follows from self-awareness and self-understanding, and is usually necessary to gain an understanding of others.

In my experience of raising the profile of PSHCE and pastoral care as a whole in School X, teachers commonly regard PSHCE as a discrete lesson. The feeling among some staff is that once the teacher has delivered their PSHCE lesson, the emotional and social 'stuff' has been addressed for the week, and the focus on teaching and learning in 'real' lessons, such as maths, English and science, could continue uninterrupted. As Claxton emphasises, 'learning itself is an intrinsically emotional business' (p.15). As such, learning does not occur in isolation from emotions; the impact of emotions on learning and motivation is huge. I feel it is very important to develop teachers' awareness of the role of emotions in learning generally. Sherlock (2002) recognises this in his reference to the 'hidden curriculum' (p.146) rather than the explicit curriculum. He acknowledges that some authors, such as Hamblin (1986), feel that the pastoral curriculum should be responsible for the delivery and teaching of emotional competencies. Sherlock (2002) states that the next step for education is to incorporate emotional intelligence into the mainstream curriculum, rather than ignoring it in favour of the intellectual aspects of education.

Of additional interest in the context of international education is Drake's (1998) observation that there is a common understanding of pastoral care across countries. He feels that pastoral care is vital for international education, stating that it exemplifies the comprehensive

education needed from an international curriculum promoting social responsibility and individual growth. Sherlock (2002) recognises that while different values exist in different cultures, there are core values that are essential to international education. He maintains that these core values could be taught through a curriculum that incorporates teaching on the competencies of emotional intelligence. I would agree that incorporating emotional intelligence into the curriculum is an important next step, but I feel that this progress can be taken even further. My strong feeling is that social and emotional intelligence and awareness need to permeate every aspect of a primary school teacher's job. This would include a teacher's everyday interactions with the children, such as when leading them through a conflict resolution process following a specific issue at break, or scaffolding their emotions to help deal with frustration so their learning can progress. I firmly believe emotional intelligence should form the basis of a set of core values underpinning a school ethos.

2.8.2 Emotional Literacy

Coppock (2007) reports on a small-scale study appraising an emotional literacy project. Her findings overall corroborate the existing research evidence of the value of work in emotional literacy for supporting positive mental health in children. The themes that emerged from Coppock's (2007) data include: improvements in self-esteem and self-confidence; learning about other people's feelings; having more friends, better relationships and helping others. Interviews with different professionals involved in the project revealed that they too observed the positive impact of the emotional literacy programmes in a range of areas, including children's behaviour and emotional well-being. The participating children display increased confidence and a better ability to articulate their feelings. Additionally, they are calmer, with improved speaking and listening skills. A positive impact on children's relationships is also observed. They display more cohesion, inclusivity, respect and empathy for one another. In terms of an international school, these attributes would support children experiencing high mobility and allow them to support their peers. As well as positively impacting the whole-school environment, emotional literacy programmes also have a positive impact on the capabilities of parents or carers (Coppock, 2007). Rivers et al. (2013) report similar findings in their analysis of the RULER approach: a social and emotional learning programme with lessons and tools to develop teachers' and students' emotional literacy. They write that 'compared to classrooms in comparison schools, classrooms in RULER schools were rated as having higher degrees of warmth and connectedness between teachers and students, more

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autonomy and leadership among students, and teachers who focused more on students' interests and motivations' (p.77).

One point to note is that while the evidence from the study indicates a shared understanding of the importance of children's emotional development, the participants do not share a common vocabulary or knowledge and understanding of the term emotional literacy. From my reading, I would agree and feel that this problem applies to the term emotional intelligence as a whole. As Coppock (2007) points out, this is problematic in her study. The lack of common language adds to a disjointed approach, where individuals don't recognise particular activities as part of the strategy to promote emotional literacy. She also states that it can lead to work being repeated unnecessarily, pointing out that practitioners are often involved in similar activities known by a different name. I agree with her observations, having seen this played out several times in different areas. Therefore, I support her suggestion that the different professionals working in this domain should co-operate to reach a greater cohesion in the terminology they use, in order to facilitate a connected and considered provision of this service.

2.8.3 Resilience

'the ability to recover readily from illness, depression, adversity, or the like; buoyancy' (dictionary.reference.com, 2013)

'the ability to become strong, healthy, or successful again after something bad happens' (Mirriam-Webster, 2013)

This section reviews literature on the role of emotional intelligence in reducing stress and increasing resilience to stress. I chose to include this because I have witnessed first-hand that high mobility can be stressful for TCKs and their families. Additionally, attending a school like School X can in itself be stressful for some children. It can feel like 'being a small fish in a large pond': a comment I have heard several times from parents in reference to their children, usually when the children are new to the school. It is understandable that some children will feel this way, given the high academic standards and the level at which some children perform in subjects like sport or music. Developing children's emotional intelligence could serve as a protective factor in these cases.

The Impact of Optimism on Resilience

Claxton (1999) writes that the perceived degree of control that an individual feels they have over events generates a self-belief that specifically impacts resilience. This is illustrated by Seligman's (2006) research on resilience and optimism. He comments that the way we think about the actions over which we have control can 'diminish or enlarge the control we have over it' (p.6). He compares a pessimistic and an optimistic reaction to adversity. Pessimists 'tend to believe that bad events will last a long time, will undermine everything they do, and are their own fault' (p.4) whereas optimists '…think about misfortune in the opposite way. They tend to believe defeat is just a temporary setback, that its causes are confined to this one case…. defeat is not their fault: circumstances, bad luck or other people brought it about' (p.4). As a result, pessimists become depressed more frequently than optimists and give up more easily. Being persistently pessimistic can result in a sense of helplessness, where an individual believes they have no control over events so there is no point in even trying. This tends to become a self-fulfilling prophecy. Interestingly, Seligman (2006) reports a number of benefits to being an optimist rather than a pessimist. For example, pessimists repeatedly don't meet their potential, while optimists exceed theirs. Optimists as a group perform much better in school, college and in work, often surpassing the expectations of aptitude tests. They enjoy unusually good health, age well and possibly even live longer than pessimists. He reports that anyone, including a pessimist, can learn different cognitive skills and become an optimist – a result that has been rigorously validated. His research identifies 'explanatory style' as the key skill required to protect oneself against learned helplessness. For an optimist, the recovery from a setback is immediate and they are quick to start trying again. They view defeat as a challenge to be overcome on the way to certain victory; it is temporary and specific. In contrast, pessimists view any setback as a permanent and pervasive defeat upon which they dwell. They tend not to try again for weeks or months. When they do try, any small setback they subsequently experience can return them to a helpless state. Explanatory style is powerful; it can counterbalance a low test score or it can seriously reduce the achievements of highly talented people (Seligman, 2006).

Seligman (2006) writes that success in a classroom context is often attained by those described as 'adequately talented who are also optimists' (p.137). He states that children who have a pessimistic explanatory style are at a significant disadvantage. Life is such that everyone will experience bad events and setbacks. Seligman's research shows that, although bad events have depressing effects on all children, optimistic children withstand the effects of

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bad events better than pessimistic children. One such 'bad event' he identifies is when a child moves to a new school, as the loss of their friends can be very disruptive. It seems logical that this can be taken one step further and applied to the high mobility experienced by TCKs.

My experience at School X, in addition to my reading about TCKs, has revealed that many families are in a situation where they have to move countries due to a parent's job. As such, optimism could be a vital protective factor for the children involved. In these circumstances, an optimistic child would recognise the elements of the situation over which they have some choice and control, rather than feeling everything is happening to them. For example, a child might decide to look ahead to the new move with a sense of excited anticipation, rather than dwelling on their feelings of sadness about leaving and their preference to stay. Some children are faced with a different, perhaps more challenging, perspective on learning and achievement at School X, particularly when they move from a smaller school. School X is extremely big, and there is much potential to perceive other children as being talented or to believe that others find life easy. Factors such as the school's high academic standards and its significant achievements in sports and music mean children who adopt a pessimistic approach are inclined to perceive themself as lacking in talent or struggling. Moreover, there is the risk that these children will quickly stop trying to improve, resulting in a pattern of behaviour that will prevent them from fulfilling their potential. I believe that taking an optimistic approach ensures children recognise the effort required to excel in a particular area. This has the additional benefit of reducing jealousy when a child perceives other children as doing well, as they recognise the effort required to attain a certain level of attainment. Furthermore, optimism helps children realise that everyone has their talents, but that effort, preparation and striving to learn can make a big difference in progress and achievement. This is likely to increase children's level of intrinsic motivation and the likelihood that children will persevere in the face of setbacks.

Resilience to stress

This section reviews literature on the role of emotional intelligence in reducing stress and increasing resilience to stress. I chose to include this in light of the potential stress for TCKs caused by high mobility and cross-cultural exposure. Additionally, attending a school like School X in itself has the potential to be stressful for some children. It can feel like 'being a small fish in a large pond': a comment I have heard several times from parents in reference to their children, usually when the children are new to the school. It is understandable that some

children would feel like this, given the high academic standards and the level at which some children perform in areas like sport or music. Developing their emotional intelligence could serve as a protective factor in these cases.

Armstrong et al. (2011) reported on different aspects of emotional intelligence. They found that across all of their 414 participants, 'Emotional Self-Awareness, Emotional Expression, Emotional Self-Control and particularly Emotional Self-Management appeared central to psychological resilience in the aftermath of multiple negative life events' (p.331). Schneider et al. (2013) also found that emotional intelligence helps with resilience to stress. Their results demonstrated that higher emotional intelligence 'related to lower threat appraisals, more modest declines in positive affect, less negative affect and challenge physiological responses to stress' (p.909).

Salovey et al. (2002) investigate the connection between perceived emotional intelligence and psychophysiological measures of adaptive coping in three studies. In their first study, they report significant positive associations between emotional intelligence and psychological and interpersonal functioning. The researchers' second study reveals that the ability to regulate moods is associated with less passive coping, and repeated stressful challenges in the laboratory are perceived as less threatening. Furthermore, while they find the ability to discriminate clearly among moods is linked to larger increases in negative mood, there is a lower release of cortisol during the repeated stress. In a third study, the ability to regulate mood related to active coping and the ability to attend to moods is found to be accompanied by lowered cortisol and blood pressure in response to laboratory stressors. Testing and exams are key stressors that children repeatedly experience in school. Putwain et al. (2013) investigated resilience and anxiety among Year 6 children in the UK taking statutory tests in English and maths. They found that higher resilience predicted lower test anxiety and higher test scores. Meanwhile, test anxiety predicted lower test scores. This fits with my belief that enhancing key competencies of emotional intelligence, such as optimism, would increase the likelihood of employing active coping strategies in stressful situations. The results from Bastian et al. (2005) support this idea. They report a correlation between higher emotional intelligence and higher life satisfaction, better perceived problem-solving and coping ability, and lower anxiety.

However, the results obtained by Gohm et al. (2005) indicate that while emotional intelligence has the potential to aid stress reduction for some people, it is irrelevant or superfluous for others. Of particular note were the participants classed as 'highly stressed but confused'. The researchers point out that these people had average emotional intelligence, but did not appear to use it. They conclude this is because the individuals in question lacked confidence in their emotional ability. I believe that if people are taught skills and competencies of emotional intelligence while at school, they will gain increased awareness and more confidence in their emotional abilities. It follows that there would be more potential for stress reduction among a greater number of people.

Sameroff and Rosenblum (2006) investigate the social context, rather than the individual person, as a predictor of resilience. They acknowledge that signs of child resilience, such as the behavioural and emotional self-regulation typical of good mental health, contribute to later competence in resilience. However, they report that this individual resilience does not overcome the effects of high environmental challenge, such as poor parenting, antisocial peers, low-resource communities and economic hardship. It would be interesting to investigate this concept of high environmental challenge in the international community. I feel that at least some such challenges may be evident in the TCK world.

Resilience, Transition and Achievement

As outlined in the 'Background to School X' section of this thesis, there is an annual pupil turnover of around 25%. In real terms, this can vary from a class remaining the same for the academic year to a class experiencing several children leaving and being replaced at different points during the school year. At the beginning of a school year, children and their friends may already know they will be leaving at the end of that year, or a family may have to move with very little notice. I have taught classes where up to a quarter of the class has left and been replaced, and other years where the whole class remain in School X for the full academic year. This highlights the frequency of transition associated with an international lifestyle. I wholeheartedly agree with Dixon and Hayden (2008). They emphasise that if teachers' awareness of the stages of transition are increased, along with teachers' understanding of the impact of international moves on children, this will positively impact upon the level of support and understanding for children. This section reviews literature on transition and programmes of emotional intelligence. Although some of this focuses on the transition from primary to secondary school, I feel that the findings in this area allow the

opportunity to draw parallels with the transition for children between international schools. Where the use of social and emotional programmes has been valuable in primary to secondary transition, there is scope to trial these programmes in an international setting.

Hacohen (2012) investigates the high pupil turnover in international primary schools in the UK. She refers to a process of 'systemic containment' (p.122), which helps everyone involved cope with the frequent transitions. This 'systemic containment' requires two conditions to occur. Firstly, there must be an environment where the whole group is nurtured. In addition, there must be a climate of respect for each child's individuality. In my opinion, this could be achieved or supported by the inclusion of social and emotional learning programmes in school, even if this step were to be limited to developing these programmes and increasing awareness among teachers. Tobbell and O'Donnell (2013) examine the transition of students to secondary school, with a particular focus on students' relationships with new teachers. They state that interpersonal relationships are essential to the formation of learning relationships. The study's results establish a need to focus on the formation of these new interpersonal relationships in the new context.

The results obtained by Qualter et al. (2007) indicate that students with high or average levels of emotional intelligence cope better with transition than their low- emotional intelligence counterparts. This is evident in the research subjects' grade point average, sense of self-worth, school attendance and behaviour. The authors also examine the impact of an intervention programme to support the development of emotional intelligence competencies on emotional intelligence and self-worth, which could potentially alleviate the negative effects of transition. Qualter et al. (2007) report a positive response to the programme from those pupils with a low baseline emotional intelligence score. Interestingly, for those students with a high baseline score, they note a negative change. These findings have significant implications for emotional intelligence interventions in schools. Perhaps the optimum route for such programmes would be to target only those children with low emotional intelligence. This idea is supported by research from Mavroveli et al. (2009). They propose that trait emotional intelligence profiling would help pinpoint those children who are more likely to gain from social and self-esteem interventions within school. The benefits of such early intervention programmes could include producing tangible behavioural modifications, in addition to better integration into school systems and social structures. To me, as a teacher, this would make sense. After all, schools identify children who need extra provision in academic subjects, as well as qualifying the

exact nature of the support. It would be feasible to provide the same identification and support for social and emotional development. This would also allow further investigation into the groups of children who need most support. The findings of Qualter et al. (2007) and Mavroveli et al. (2009) back a personal and emotional component to the primary school curriculum.

It is interesting to take note of research that links SEL with academic achievement and persistence. Rosenblatt and Elias (2008) provide one such example. Their research focuses on the significant decline in students' GPA that occurs during the transition from elementary to middle school. They studied the efficacy of a SEL intervention in reducing this decrease. In the classrooms where a higher dosage of the intervention is delivered, students showed significantly smaller drops in their GPA over the transition than their counterparts in lower dosage classrooms. In their investigation of participants transitioning from high school to university, Parker et al. (2006) compare those who persevere with their studies with those who withdrew. Their findings suggest students who persist are significantly higher in a comprehensive range of emotional and social competencies than those who withdrew.

2.8.4 Empathy

Developing children's sense of empathy could prove very valuable in easing transitions and helping them cope with living in a high mobility world, which might positively impact upon their resilience. Writing from my experience, empathy is a key skill in promoting kindness among children and in helping them maintain a meaningful friendship with their friends who are leaving. Similarly, it allows peers to consider the feelings of others who have lost close friends and to take action accordingly. Additionally, I consider empathy to be vital in children's interactions within the host culture. There is a sense of entitlement among some children: they perceive certain people as being there to serve them, and therefore these people are not treated with the same consideration and respect as others. At the time of my research, these people included the locally hired members of staff at School X, such as the teaching assistants and cleaners.

Petrides et al. (2006) investigates the function of trait emotional intelligence (EI) in children's peer relations at school among children with a mean age of 10.8. Children with high trait EQ scores received more nominations from their peers and teachers for 'co-operation' and 'leadership' and fewer nominations for 'disruption', 'aggression' and 'dependence'. Lopes et

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al. (2003) obtained similar results in their research on college students. They discovered that emotional intelligence and personality traits are associated with satisfaction with social relationships. In particular, the participants who scored highly on the managing emotions subscale of the Mayer, Salovey, and Caruso Emotional Intelligence Test were more likely to describe positive relations with others, in addition to perceived parental support. The same students were also less likely to report negative interactions with close friends. These associations continued to be statistically significant even when controlling for significant personality traits and verbal intelligence. In a different age bracket, Mathieson and Banerjee (2011) conducted research with children aged 4–5 years old. Their findings show that emotion understanding acts as a positive predictor of interactive peer play and a negative predictor of disconnected play among boys.

I have been involved in a number of conversations at School X with staff about pupils' empathy. The feeling is that children understand the concept of empathy; they can describe it and say why it's important, but they often don't use it in their interactions. It would seem that for these children, empathy is not fully internalised according to Vygotsky's (1978) theory of internalisation. However, teachers could play an important role in scaffolding children's empathy, much as they do with other subjects, employing Vygotsky's concept of the Zone of Proximal Development. Increasing empathy is important for all children, both in terms of giving and receiving empathy. Niven et al.'s (2012) research establishes a relationship between people's application of empathy and their own well-being. When a person aims to make another person feel better or worse, this corresponds with their own feelings. In a similar vein, but with different findings, Miller and Jansen op de Haar (1997) studied children identified by their regular childcare centre as high empathy children. They found these children were able to control their own behavioural and emotional states produced in reaction to others' emotions, so they remained within behaviourally manageable levels. Consequently, when other people displayed a negative emotional or distressed state, the high empathy children did not experience these as aversive and so they maintained 'an other-oriented emotional and behavioural focus' (p.121).

Empathy is also important in a move to a different culture, as emotions may be expressed differently in this new culture. Moreover, empathy plays a key role when people are living in, or travelling to and experiencing different cultures. However, while empathy allows people to be sensitive to others, too much empathy could result in a child becoming overly distressed

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about the living conditions of others outside of the expat community or in surrounding countries.

2.9 My model to integrate the literature

For the purposes of my thesis, I integrate the existing literature into a coherent model as shown in Figure 1.

Society: culture

School: policy

Classroom:
teaching and learning

Individual:
child
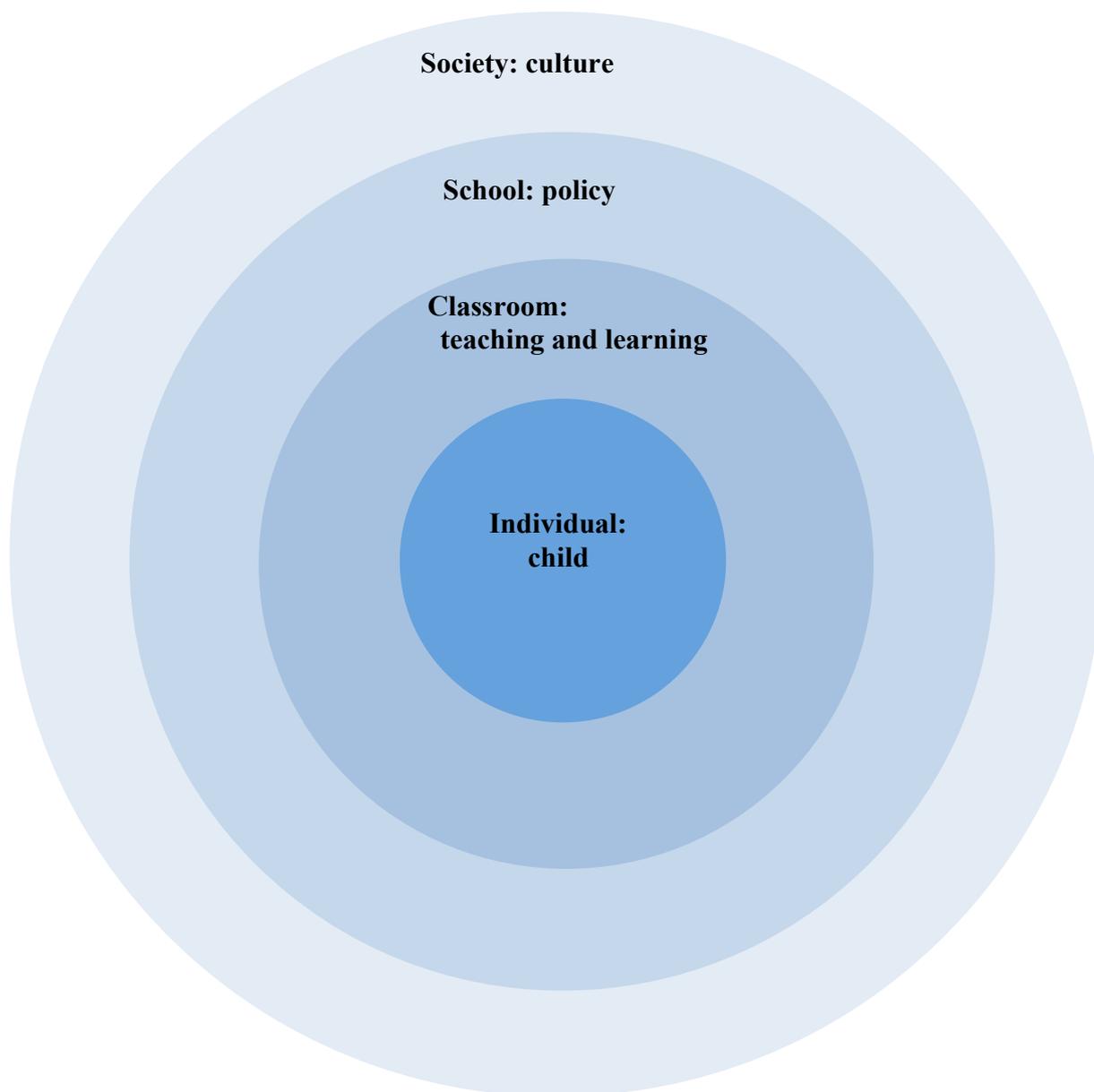
Figure 1 Model to integrate the literature

To create this model, I draw inspiration from Bronfenbrenner's (1979) ecological model of human development. Bronfenbrenner outlines the stages of his model as:

1. Microsystem: one's direct environment, including people with whom an individual has direct contact.
2. Mesosystem: relationships between the microsystems.
3. Exosystem: link between a context where the individual does not have an active role and the context where he or she actively participates.
4. Macrosystem: culture.

Bronfenbrenner's model is concerned with social contexts, looking beyond simple settings to the relationship between an individual and their environment. In my model, I also include different layers of environment, including the classroom, school and society. However, there are key differences between Bronfenbrenner's (1979) model and my own. Bronfenbrenner's (1979) model contains the exosystem, which states that the person's development is affected by events occurring in settings where the person is not even present. (e.g. parental employment). In my model, the child is present in each of the levels. Furthermore, my model focuses more on integrating the literature about TCK challenges and different elements of EQ, whereas his is a model of human development.

In my model, each circle represents a different level, with the size of each circle indicating the scope of each level. For illustrative purposes, I will add a level to the model as I explain it.

The first and largest circle (Figure 1) represents the level of society, which includes the literature referring to culture in my thesis. The foci of this literature is listed in more detail within the society circle on the model below (Figure 2). I placed this circle at the base of the model as I view culture as the most wide-ranging influence underpinning schools, classrooms and individual children. In Bronfenbrenner's (1979) model, this level would be classed as the macrosystem.

Society: culture

- Constructive marginals
- Display rules
- Effective-cross cultural communication
- Emotional misunderstanding stemming from cultural differences
- Emotion and culture learning
- Stress of cross-cultural contact
- Cultural differences in recognising emotions
- International values
- Social context of learning EQ skills
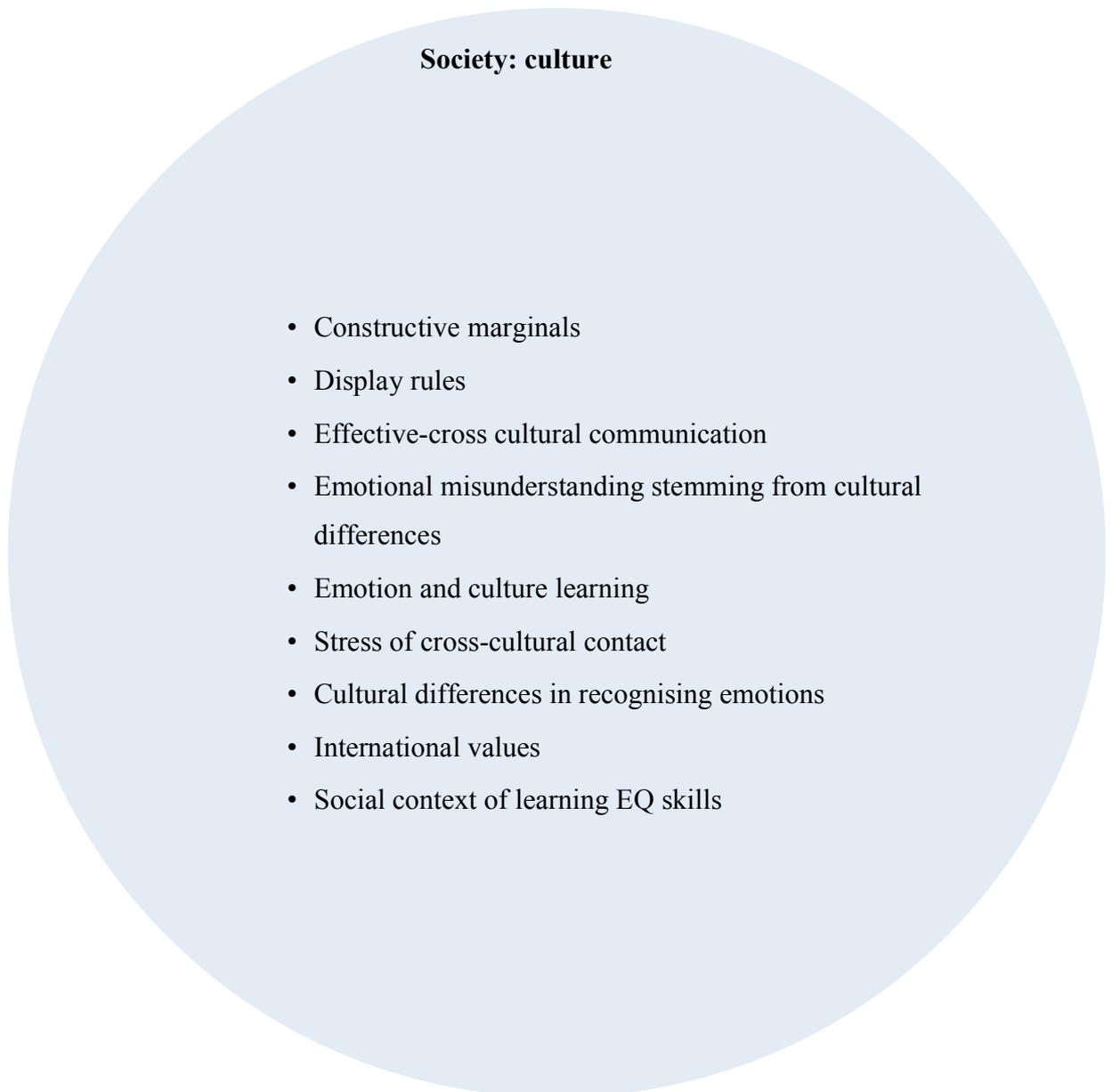
Figure 2 Society level of my model

The second circle of my model (Figure 3) forms the school level. In my thesis, this encompasses the literature on policy and decision-making in schools, which is referenced as with the first level of the model. I think that culture influences schools at a policy level, but change could also be effected in the other direction, with particular school decisions filtering through to cause cultural change. I believe this level in my model would be classed as a microsystem in Bronfenbrenner's (1979) model, as a school is a child's direct environment and includes the people with whom they have direct contact, such as peers, teachers and other members of staff.

Society: culture

school: policy

- Research as basis for educational policy
- Integration of EQ and personal and social skills
- Personal and social outcomes as side-effects of education
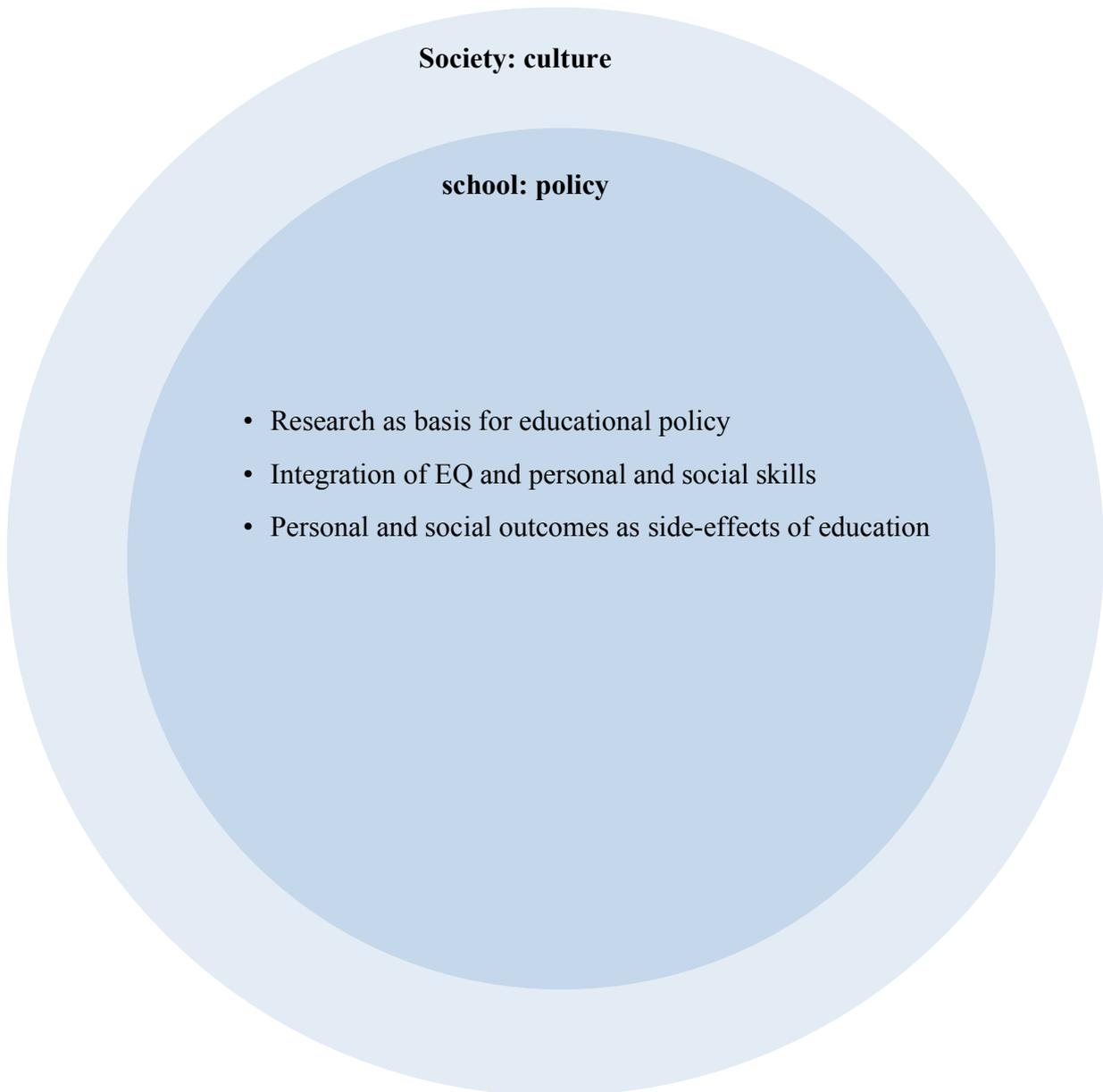
Figure 3 Model with the school level added

The classroom forms the third circle in my model (Figure 4). I opted to combine the literature on teaching and learning as they are both processes that take place in a classroom, whether the classroom is viewed as a physical construct i.e. an actual room, or a school context in which teaching and learning occur. This is the level where my doctoral research was focused. Again, in terms of influence, my experience suggests that much of teaching and the ensuing learning is dictated by school policy, hence the connection between the two levels. I also recognise that there are classrooms that create change within schools, such as those led by innovative and inspirational teachers whose impact ripples out and ultimately causes a change at school level. I believe that this level in my model would be classed as another microsystem in Bronfenbrenner's (1979) model, as the classroom is a child's direct environment and includes the people with whom they have direct contact, such as their peers, their teachers and possibly other adults such as teaching assistants.

Society: culture

School: policy

**Classroom:
teaching and learning**

- SEL interventions
- Emotional competence
- Classroom climate
- Teacher's attitude
- Teacher modelling EQ
- Teacher's own emotional health
- Emotions as decision-making
- Emotions as data
- Moods affect learning
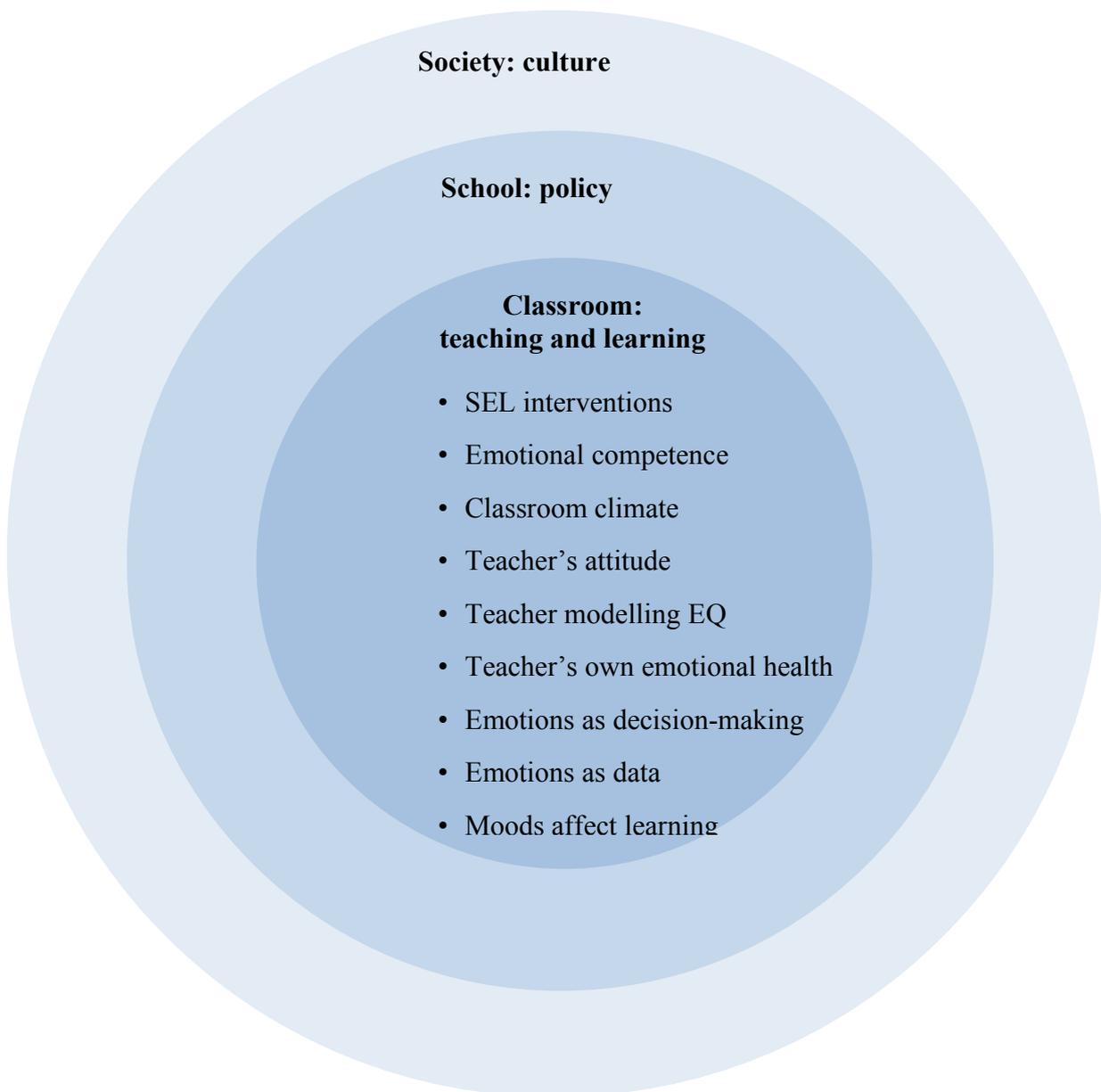
Figure 4 Model with the classroom level added

The fourth and final circle in my model represents the level of the individual child Figure 5). I placed this on top of the other three levels as society, school and the classroom all ultimately influence the individual child within an educational context. Again, as with the 'classroom' and 'school' levels, this 'individual' level would be a microsystem in Bronfenbrenner's (1979) model. At this point in my explanation, I must draw attention to the mesosystem, which in Bronfenbrenner's model includes the relationships between the microsystems in the child's life. In my model, the relationships between the microsystems can be described as the relationships between the individual, the classroom and the school, as these concepts are all closely linked.

Society: culture

School: policy

**Classroom:
teaching and learning**

**Individual:
child**
- Optimism
- Resilience to stress
- Positive explanatory style
- High mobility and transition
- Loss of control
- Guilt and grief
- Unresolved grief
- Empathy
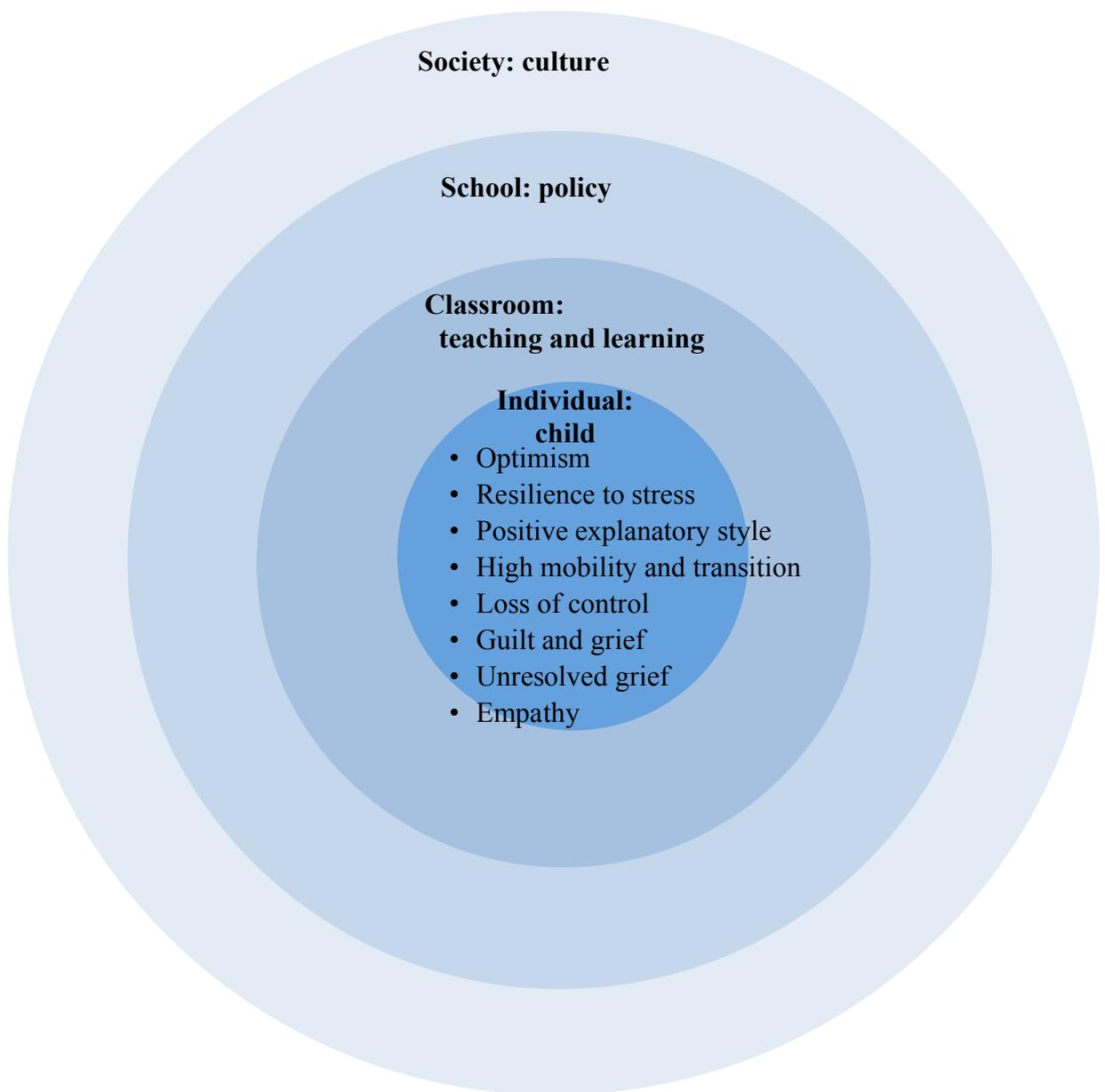
Figure 5 Complete model to integrate the literature with the individual level added

While my research focuses on the third level of the classroom, this fourth level is where I aim to have a positive impact on individual TCKs in my class through my EQ intervention.

In the following paragraphs, I look in greater detail at how the literature from my literature review is relevant to each level of my model. Where it could be argued that a concept might fit in several levels, I select the level of best fit for that particular concept.

2.9.1 Society: culture

In my thesis, I refer to culture as a learned concept, as evidenced from cultural differences in recognising emotions (Matsumoto, 1996; Russell, 1994) and culturally specific display rules (Ekman, 1972; cited by Ekman, 2006). Emotional misunderstandings can arise from cultural differences (Kremenitzer et al., 2008; Jones and Jones, 2004), so it is perhaps not surprising that cross-cultural contact is understood to be a source of stress (McKillop-Ostrom, 2000). The concept of a constructive marginal (Schaetti, 1998) is a positive manifestation of the cultural difference TCKs may experience, and it can be achieved through using a starting point of similarity (Van Reken and Bethel, 2007).

For me, a starting point of similarity, from which TCKs could become a constructive marginal, is best conceptualised through the Six Seconds EQ competency of empathy. Empathy is an important competency for TCKs, because they live in cross-cultural environments and interact with people from a wider range of cultures than many of their monocultural peers. International school students benefit from a comprehensive understanding of other cultures (McKillop-Ostrom, 2000), and an appreciation of cultural diversity is central to international mindedness (Hill, 2012). Alongside this, Sherlock (2002) points to empathy as a key international value, alongside tolerance and caring. He believes these international values can be best developed through teaching EQ skills, which is placed at the classroom: teaching and learning level of my model. As a teacher, I believe it is vital for children to display high levels of empathy towards everyone, regardless of their culture. At this time of writing, there is an issue with students at School X displaying unacceptably low levels of respect towards the locally hired staff. Increasing empathy could positively impact cultural understanding and hopefully increase children's respect.

2.9.2 School: policy

Perhaps, as Mortiboys (2005) suggests, the development and use of emotional intelligence should form an integral part of UK teacher training. If this were to happen, teachers' awareness would be far more consistent. However, there is still a need for greater consistency at a national level over social and emotional education in schools. Without it, the importance placed upon these skills is still determined by individual schools. In their critique, Ecclestone and Hayes (2009) note that personal and social outcomes have always been produced as a side effect of academic activities in education. When considering Ecclestone and Hayes' (2009) comments, I suggest these personal and social competencies are best conceptualised as skills that can be taught, learned and developed. This is important at a policy level for schools. As Mayer and Cobb (2000) point out, it would be desirable for policy to be based upon actual research rather than 'mass-media science journalism' (p.163). Certain authors advocate the integration of personal and social skills within the existing curriculum (Weare, 2004; Rose, 2011), though there does not seem to be an agreement at a national level as to the best way to deliver such skills. There certainly seems to be a degree of confusion regarding the optimum level and delivery of social and emotional learning in schools. My research addresses this to a degree by emphasising the importance of interventions within a wider pedagogical context. Informed and clear policy would clarify the content of teaching and learning, as well as helping to ensure more consistency at a national level.

2.9.3 Classroom: teaching and learning

In my thesis, effective teaching and learning is conceptualised as emotional as well as academic. It includes a teacher's attitude (Rogers, 1983) and the teacher's role in creating a classroom climate (Rogers, 1983) with particular focus on the emotional aspects of the classroom (Mortiboys, 2005). This becomes even more important with the understanding that emotions impact thoughts, motivation, behaviour and achievement (Pekrun et al., 2002), and that positive mood has a beneficial impact on learning (Rapaport, 1961; Caruso, 2008; Frederickson, 1998; Gumora and Arsenio, 2002). Both teaching and learning require decision-making, which is underpinned by emotions (Damasio, 1994; Mayer and Salovey, 1997). Fully informed decision-making requires data, which can also be provided by emotions (Caruso, 2008). I feel that both decision-making and the use of emotions as data connect to and elaborate upon the competencies of Enhance Emotional Literacy (EEL) and Apply Consequential Thinking (ACT) from the Six Seconds EQ model. Low levels of emotional literacy make it very difficult to articulate one's feelings in order to subsequently inform a

decision. Similarly, consequential thinking (ACT) is helpful in evaluating the possible costs and benefits of one's decisions.

On a practical level, the role of emotion in teaching and learning is identified in the educator training provided by Six Seconds. While its EQ model is simple, its training emphasises the importance of teachers being able to identify EQ teachable moments throughout the school day. This enables teachers to take appropriate action to optimise the personal and social learning presented by such moments. Teachers' involvement in delivering social and emotional curricula has been shown to benefit teachers' own emotional health (Kremenitzer et al., 2008), which then positively impacts their wellbeing, and results in more positive student behaviour. In addition, teachers' potential for burnout is reduced (Hochschild, 1983; Maslach, 1999; Leiter, 1999). This conceptualises social and emotional skills as being an integral part of every curriculum subject, not just tools to be delivered at a certain point in the timetable. Certainly Claxton's (1999) definition of resilience with specific reference to learning as 'the ability to tolerate certain kinds of feeling' (p.37) applies throughout all curriculum subjects where children may encounter obstacles to their learning. To develop resilience in learning, I feel that emotional literacy is a prerequisite skill. Higher levels of emotional literacy enable children to more accurately recognise and name their feelings and even articulate why they feel the way they do. In my experience, this makes children more likely to tolerate a feeling for longer, particularly when the feeling is uncomfortable. It could even be suggested that higher levels of emotional literacy among teachers might help develop the resilience of their students. Acknowledging that an activity might cause pupils to feel frustrated, angry or confused might help students feel more prepared to cope with, and withstand, that feeling when it is encountered. The potential positive impact of increased resilience on children's learning is of note, particularly when academic achievement is rated as a top priority by teachers and schools. For schools like School X, where academic achievement is already extremely high, focusing more on social and emotional skills to increase resilience could better equip children to tackle more challenging tasks, which has the potential to increase levels of attainment.

Research shows social and emotional learning positively impacts teachers, as well as their interactions with their students (Kremenitzer et al., 2008). Teacher support for a SEL programme would be a vital prerequisite for its successful implementation. My research elaborates on the findings of Humphrey et al. (2008), which indicate that the success of the

SEAL programme in school is influenced by the social and emotional work already taking place in that school.

Learning EQ skills

Sherlock (2002) deems EQ skills to be necessary for the development of international values, highlighting the importance of developing children's EQ skills. Saarni (2000) points to learning and development as key in developing emotional competence, in line with Scharfe's (2000) observations that the regulation, recognition and production of emotional expression improve with age. These researchers conceptualise emotional competence as a learnable, and therefore teachable, skill. Culture is one of the factors she identifies as contributing to emotional learning and development (Saarni, 2000). Bowlby (1988) also comments on the importance of a child's social context for learning emotions. For TCKs, this means the development of emotional competence will be impacted greatly by their cross-cultural environment.

Lending further support to emotional competence as a teachable skill, a number of SEL interventions have been shown to have a positive impact on the skills they teach or address (Dracinschi, 2012; Humphrey et al., 2008; Kelly et al., 2004; McLachlan et al., 2009; Coppock, 2007; Rivers et al., 2013).

2.9.4 Individual: child

Claxton's (1999) concept of resilience specifically refers to learning, but his view fits with the existing ideas that resilience is understood to be equally important in successfully dealing with stress (Armstrong et al., 2011; Putwain et al., 2013; Schneider et al., 2013; Salovey et al., 2002; Bastian et al., 2005) and the transition from primary to secondary school (Hacohen, 2012; Tobbell and O'Donnell, 2013; Qualter et al., 2007; Rosenblatt and Elias, 2008; Parker et al., 2006). I note with interest that this literature on resilience, stress and transition lends another dimension to the high mobility experienced by TCKs and the literature could provide additional strategies to support successful transition for TCKs. This connection is not one which already exists in the literature. High mobility results in TCKs feeling a loss of control, as well as guilt and unresolved grief (Pollock and Van Reken, 2009). As transition periods can cause psychological and physiological stress (Adams et al., 1976), it seems reasonable to suggest that more incidences of transition could increase the frequency of stress experienced by individuals.

One of the benefits of emotional competence is that it provides effective skills and coping strategies, ensuring flexible resilience in stressful circumstances (Saarni, 2000). I believe the competency of optimism in particular links to resilience, as optimism could be conceptualised as a practical way to increase the resilience of TCKs and their families. Resilience in stressful circumstances and the Six Seconds competency of optimism fit with Seligman's (1996) model of optimism, which involves a positive explanatory style. This is something I have taught and encouraged pupils to use over the years. At this point, it is important to explain that I am not advocating a therapeutic approach to education as critiqued by Ecclestone and Hayes (2009). In the event that there were more serious issues, it would of course be vital for relevant specialists to be involved. I have used optimism as an additional strategy for supporting children within the context of my pedagogical approach in school.

Optimism as a teachable EQ competency could provide the means to increase resilience for children and adults in the face of high mobility and transition. With increased resilience, individuals might experience less stress and feel calmer in transition situations, which might contribute to a calmer school climate overall. International schools are in a position to use optimism as part of their transition programmes to potentially ease the stress of children and families transitioning into and out of the school community.

Increasing optimism and resilience for TCKs seems to offer a viable option to help ease the stress presented by transitions. Given the high mobility world of a TCK, reducing transition stress, to which children can be frequently exposed, might positively impact children's adjustment to their new situations.

Several authors have demonstrated that higher empathy results in more involvement and more positive relationships with others (Petrides et al., 2006; Lopes et al., 2003; Mathieson and Banerjee, 2011; Miller and Jansen op de Haar, 1997). This is helpful for new children, but also important for existing children who might be more proactive in their action response to empathy towards new pupils, if they were given the tools for increasing optimism. This becomes of particular importance when considering the rate of transition at School X and children's emotions surrounding the difference phases and circumstances of transition.

2.10 Choosing the Research Question

Baumfield et al. (2008) outline how a teacher may select a question to research. They state this may be an area relating to one's experience as a teacher. There were two areas I found interesting in my line of work. First, my career as a teacher began at a school with a strong pastoral ethos, and I have always been interested in the social and emotional impact of primary teachers in the classroom. Taking on the role of head of curriculum for PSHCE at School X allowed me to further explore this in a different setting and context: both pastoral and curricular. Second, working in an overseas context for the first time opened my eyes to the world of TCKs and the highly mobile lifestyle they lead in a different culture. I was intrigued by how the interactions of children at School X differed from those of students at the monocultural school where I taught in the UK.

Given my background in EQ, and my professional context of teaching TCKs, it seems to me that EQ might offer a relevant and practical way for teachers to support the children in their classrooms at School X. In Table 4, I link the specific challenges faced by TCKs, which have been identified in the reviewed literature, to the aspects of EQ that could provide support.

TCK challenges	EQ that could offer support: Self
High mobility and transition causes stress (Adams et al., 1976)	Optimism and a positive explanatory style (Seligman, 1996) EQ to increase resilience to stress and reduce stress (Armstrong et al., 2011; Putwain et al., 2013; Schneider et al., 2013; Salovey et al., 2002; Bastian et al., 2005; Saarni, 2000) Resilience in the transition to secondary school (Hacohen, 2012; Tobbell and O'Donnell, 2013; Qualter et al., 2007; Rosenblatt and Elias, 2008; Parker et al., 2006).
Transition, loss and grief (Pollock and Van Reken, 2009; Schaetti, 1996)	Increasing emotional literacy for children and parents and teachers would help to recognise normal reactions and to prepare people for what typically happens (Pollock, 1998)
TCK challenges	**EQ that could offer support: Peer relationships**
Teachers understanding the challenges faced by TCKs	Teachers trained in EQ (Mortiboys, 2005) Policy based on research (Mayer and Cobb, 2000)
Transition: successfully forming new friendships	Higher EQ leads to better social relationships (Petrides et al, 2006; Lopes et al, 2003; Coppock, 2007; Mathieson and Banerjee, 2011).
Fostering international values in schools e.g. empathy, caring and tolerance (Sherlock, 2002)	Teach EQ in international schools (Sherlock, 2002)
Recognition and display of emotions differs across cultures (Matsumoto, 1996, Ekman and Oster, 1979)	Developing children's empathy could help increase their sensitivity and awareness of emotions in different cultures
TCK challenges	**EQ that could offer support: Self AND peer relationships**
Unresolved grief into adulthood (Van Reken and Bethel, 2007; Gilbert and Gilbert, 2012)	Self: Emotional literacy gives TCKs the required language to process their losses Peer relationships: Empathy allows others to recognise their losses

Table 4 TCK challenges and the aspects of EQ that could support those challenges in terms of self and peer relationships

There were a number of options I could have chosen to investigate in relation to EQ. However, I selected my research questions in the two areas that are most pertinent to my role, both as a class teacher and as the head of curriculum for PSHCE at School X. In teaching, I constantly find my time and energy are spent in two main areas. First, I dedicate a lot of time to offering pastoral support to individual children. Linked to this is the importance of supporting the children in my class to develop good peer relationships. Therefore, it made sense to me to investigate the effect of the intervention on children themselves as well as the impact on peer relationships.

My intervention encompasses four competencies from the Six Seconds' EQ model. The first of the selected competencies, emotional literacy, is in the 'Know Yourself' section of the Six Seconds' EQ model. The competencies of consequential thinking and optimism are both from the 'Choose Yourself' part of the model. To my mind, as all three of these competencies focus on self-development, an intervention involving these competencies would most impact children's perception of self. Empathy, the fourth competency in my intervention, is from the 'Give Yourself' part of the Six Seconds' EQ model. The focus of 'Give Yourself' is towards other people. In light of this, including empathy in my intervention might impact children's relationships with their peers. Furthermore, my experience as a teacher has shown me that children's individual development impacts their peer relationships. For example, I have noted that an increase in a child's self confidence often results in them feeling more secure about their contributions to a friendship, which improves their peer relationship in that instance. It follows that an effect on children's perceptions of self might also influence their peer relationships. In my model, the individual: child level encompasses the child themselves as well as their interactions with others.

2.10.1 My Research Question and Sub-questions

How does an emotional intelligence intervention affect Third Culture Kids in a British school in Asia?

- How does it affect their perception of self?
- How does it affect their perception of, and relationships with, peers?

My research question and sub-questions provide the focus for an examination and validation of my theoretical framework (

Figure 5) in the context of my class in School X. To elaborate further, in my theoretical framework, the emotional intelligence intervention operates at the classroom level, the aim being to impact children at the individual level. I investigate the extent to which the emotional intelligence intervention in my class (classroom: teaching and learning level) at School X might affect individual children (individual: child level).

Chapter 3: The Emotional Intelligence Intervention

School X, like many overseas and international schools around the world, is an important part of its expatriate community and its leaders feel a responsibility to support the school's students and families. I felt that an intervention based on emotional intelligence had the potential to support TCKs in facing the specific challenges associated with an internationally mobile lifestyle. Consequently, I developed and administered a bespoke intervention based on four competencies of emotional intelligence from the Six Seconds emotional intelligence (EQ) model. This intervention is an empirical original contribution to knowledge and is discussed in more detail later in this section.

In his definition of an intervention, Coe (2012) states it 'actively sets out to introduce some change into the educational world then study the reaction' (p.10). He reinforces the option to employ a combination of methods, particularly with types of research that may not usually be used together, so long as the approaches 'share a belief in the importance of change and the view that we can really only fully understand the world if we understand how to change it' (p10). Using this definition, my choice of a case study approach was appropriate, particularly given its emphasis on the use of multiple methods (Yin, 2014). However, it is important to recognise Denscombe's (2003) criteria: 'The case study tends to opt for studying things as they naturally occur, without introducing artificial changes or controls' (p.31). I acknowledge Denscombe's (2003) stance and feel it important to qualify that my intervention was not an artificial change or control. Teachers at School X regularly put different interventions with differing foci into practice in their classrooms, so the children's experience of new interventions occurs quite naturally. The nature of my intervention was in line with the activities children would regularly undertake as part of their school day. The only slight adjustment was to the focus on the competencies of emotional intelligence, rather than an established curriculum subject. The children at School X always complete a morning job, and the intervention activities were administered during this time, in the children's usual classroom. Furthermore, at School X, it is typical to introduce children to different activities and learning opportunities, so I feel that introducing a task with a slightly different focus was in keeping with the standard practices of the school.

My intervention would be considered effective according to Brown's (1992) criteria. She flags up a vital question: 'What are the absolutely essential features that must be in place to

cause change under conditions that one can reasonably hope to exist in normal school settings?' (p.173). When reflecting upon this, I felt that an independent intervention, which could run without much prior knowledge of emotional intelligence from the teacher, would be a good option. In addition, when taking into account the busy timetable at School X, I felt the intervention should be a task completed outside of curriculum time, hence the decision to run the activities as a morning job before lessons started. Brown (1992) highlights the importance of evaluating any lasting effects of the intervention. While I agree, a longitudinal investigation to measure long-term effects was unfortunately beyond the scope of my research for this thesis.

In the 'Background to School X' section, I describe the context of School X in detail. However, there are some key points for the reader to bear in mind throughout this chapter. The children attending this school are classified as TCKs. This means they experience high mobility and are exposed to a number of different cultures in their formative years. There are specific characteristics associated with TCKs that have been discussed in the literature review, which are visible in School X in a number of ways.

3.1 The Six Seconds Emotional Intelligence Model (Freedman, 2010)

Six Seconds, a global consultancy firm specialising in change through emotional intelligence, has developed an EQ model that can be applied to an individuals' personal and professional life. Six Seconds defines emotional intelligence (EQ) as 'the capacity to blend thinking and feeling to make optimal decisions-which is key to having a successful relationship with yourself and others' (Freedman, 2010). Its model provides an operationalised, practical model based on theoretical models of emotional intelligence (e.g. Salovey and Mayer, 1990).

The firm's EQ model consists of three key pursuits, which are further divided into eight specific, learnable competencies. The definitions for each competency are outlined in Table 5.

Pursuit	Competency	Definition of competency
Know Yourself (Self-Awareness)	Enhance Emotional Literacy	Accurately identifying and interpreting both simple and compound feelings.
	Recognize Patterns	Acknowledging frequently recurring reactions and behaviours.
Choose Yourself (Self-Management)	Apply Consequential Thinking	Evaluating the costs and benefits of your choices
	Navigate Emotions	Assessing, harnessing, and transforming emotions as a strategic resource.
	Engage Intrinsic Motivation	Gaining energy from personal values and commitments versus being driven by external forces.
	Exercise Optimism	Taking a proactive perspective of hope and possibility.
Give Yourself (Self-Direction)	Increase Empathy	Recognising and appropriately responding to others' emotions.
	Pursue Noble Goals	Connecting your daily choices with your overarching sense of purpose.

Table 5 Pursuits and competencies from the Six Seconds model of emotional intelligence

3.1.1 Evaluating the model

The advantage of using the Six Seconds EQ model is that it is a practical model that has been developed from existing theories of emotional intelligence (e.g. Salovey and Mayer, 1989) and related research (e.g. Seligman, 1996). Since the company's inception in 1997, the model and measurement tools have been applied to businesses, schools and private individuals. Six Seconds developed a validated measurement tool (the SEI-YV) for its model, which is an additional advantage. The SEI-YV is described in more detail in the methodology chapter, and meets the criteria for being an objective measure. It was validated with a large sample of male and female participants from a range of socio-economic backgrounds around the world. Statistical testing demonstrated it to be a reliable and valid measure of the Six Seconds EQ model (Jensen et al., 2012).

With regard to the limitations of the model, as a conceptualisation of reality, it could be perceived as too simple. I would suggest that the model alone would indeed provide a limited understanding of the complexities in a classroom. Six Seconds acknowledges this in its EQ for Educators certification programme. The training familiarises teachers with the Six Seconds EQ model and describes how to structure a three-part EQ lesson. From this foundation, participants are encouraged to design their own lessons. The recommendation for schools using the Six Seconds EQ curriculum is to deliver a 45-minute EQ lesson every week. However, its curriculum also emphasises the importance of teachers being open to student-initiated discussions. In these discussions, children's needs drive the lesson, rather than teachers facilitating students' learning about a particular competency. Teachers would require a level of understanding to successfully implement such sessions. Six Seconds also stresses the importance of using one's EQ knowledge and skills throughout the day to identify teachable EQ moments. For example, Six Seconds demonstrates 'check-ins', where children are given opportunities to share their feelings at key points during the school day. Therefore, its EQ model requires teachers' understanding and a breadth of knowledge to really work in a classroom context.

The Six Seconds EQ model has worked for the requirements of this thesis. It has allowed me to identify competencies within an existing framework, and from this I have been able to base my intervention activities within the wider context of my classroom.

3.2 Administration of the intervention activities

The pilot intervention activities were all administered in Term 3, 2010. This gave me time to obtain approval and permission from the headteacher and the senior management team of School X before beginning my research. It also provided sufficient time to obtain parental consent, allowing my students to participate in the pilot scheme. For the main study, I decided not to administer the activities for at least the first half term of the academic year. As previously mentioned in the 'Background Information on School X' section, children are mixed into new classes for the transition from Year 4 to Year 5. Because of this, it became a priority for students to settle in their new classes before I started my research.

One purpose of the pilot was to establish the length of time required for each activity. The time given to certain tasks had to be extended beyond the 20-minute slot available before lessons started, while I reduced the length of other activities or altered them in another way so

children could complete them in time. For example, the first activity on emotional literacy required children to use a dictionary. This took too long at the pilot stage, so an online dictionary was used for the main study, which proved to be quicker.

The participating children completed around two activities a week. They were asked to read the instructions independently before starting the activity. Each activity was allocated a 20-minute time slot for completion in the morning before registration and before lessons started for the day. Children's arrival time at school dictated the time available: some children were always there for the full time; others arrived later and had less time. This was not an issue over which I had control, so while time-keeping differences are important to acknowledge, ultimately I accepted these as part of the challenge presented by classroom research conducted in a real-life context.

To maximise participation, no activities were administered during the first or the last week of term for the pilot or main study. At School X, many children—up to a quarter—return to school late after a holiday or leave early before the start of the official school holiday, so it made sense to avoid these times.

From the start, I decided that a child who was absent on a given day would skip the activities administered on that day. It was not possible to arrange for students to complete a missed activity at another time, as this would have meant missing a lesson or break time.

3.3 Outline of the activities and their competencies

The pilot activities[1] I created for the purposes of this research focused on four of the eight competencies from the Six Seconds model of emotional intelligence:

1. Enhance Emotional Literacy
2. Apply Consequential Thinking
3. Exercise Optimism
4. Increase Empathy

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[1] Appendix A

These four competencies seemed to lend themselves best to independent tasks. Carrying out the tasks without teacher intervention was intended to develop children's autonomy, and meant they could undertake activities even if their teacher had limited knowledge of emotional intelligence. Children completed some of the activities individually; for others, paired work or small group work involving three or four was required. The children were asked to read the instructions carefully to learn the requirements of the task. I also reviewed the activities with an EQ consultant from Six Seconds. This was most helpful, as she advised on appropriate vocabulary to fit with the Six Seconds model.

An outline of the activities and further detail on each of the selected competencies is provided below.

3.3.1 Enhance Emotional Literacy

The Six Seconds model explains enhancing emotional literacy as accurately identifying and interpreting your feelings, both simple and compound. If this competency is operating at a low level, an individual cannot identify and interpret their feelings. Consequently, navigating emotions is difficult. I feel that a certain level of emotional literacy is essential for children so they can identify, name and share their emotions. This forms a foundation upon which they can address these feelings and consider a course of action. With specific regard to TCKs, a higher level of emotional literacy could help them acknowledge how they feel. Emotional literacy would allow individuals to articulate their emotions to themselves and others—a valuable competency given the adversities these children can face, such as high mobility, dealing with grief and lots of change.

3.3.2 Activities for Enhance Emotional Literacy

The activities for enhance emotional literacy were the only activities purposely completed in order. This was because I wanted children to understand the meanings of each emotion word before they used it in an activity. Students were instructed as follows:

A. Use a dictionary to find definitions of emotion words. Plutchik's (2001) model was used for the purposes of this task. He has two lists, including 32 complex emotions and 16 basic emotions. Both were tried for the purposes of the pilot.

B. Match a dictionary definition to each emotion. Try with Plutchik's (2001) list of basic and complex emotions.

C. Select one of Plutchik's (2001) basic or complex emotion words then record when you

have experienced, or might experience, this emotion.

D. Match opposite emotions (use Plutchik's basic model) then use a dictionary to find more emotion words and their antonyms.

E. Write a sentence for a given emotion word to put it into context. Try with Plutchik's (2001) basic and complex emotions list.

F. Chart emotions for events throughout the previous day. Record appropriate emotion words next to main events.

G. Use thinking skills: which emotions would be grouped together? Why? Work in a group of three of four to sort the complex emotion cards.

H. Order (complex) emotion words on a continuum

    a) Most intense to least intense

    b) Most comfortable to least comfortable

3.3.3 Apply Consequential Thinking

According to Six Seconds, this competency is crucial to good decision-making. It requires evaluating the costs and benefits of choices, which allows an individual to recognise their available choices and try out alternatives. Developing this competency would allow children more choice regarding their behaviour when they start a new school, or they lose a best friend. It helps children in their behaviour with peers: they can decide if their behaviour is working, and if it is empathic and principled, and evaluate their contribution to friendships. With regard to mobility, this competency supports children in recognising the benefits of being a TCK, while acknowledging the costs of high mobility. There may be nothing anyone can do about the costs, but acknowledging, for example, that things are challenging may help children decide the best approach in such situations.

3.3.4 Activities for Apply Consequential Thinking

- Give children a range of scenarios. Use the magic 'if' to set the scene and then record the emotions experienced in that scenario. Children use the magic 'if' in drama so it's a familiar concept. "If x happened, how would that person feel? Why?"[2]

- Give children several scenarios. For each, there are two options: continue or

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[2] All activity sheets for consequential thinking are in Appendix C

give up. Ask children to record the possible consequences of each decision.

- Give children scenarios with two choices. For example, do your homework as soon as you get it or play football. Record the possible consequences of each choice, considering the costs and benefits.

- Predict an action from a given consequence. Give children a description of people in a final situation. Ask the children to speculate on decisions the people made to get to that final situation and on what they should do next.

- Ask children to consider when they made a decision with great or positive consequences. What was it? How did you feel when you made the decision? How did you feel when you experienced the consequences? What has this shown you?

- Ask children to consider when they made a decision with bad or negative consequences. What was it? How did you feel when you made the decision? How did you feel when you experienced the consequences? What has this shown you?

3.3.5 Exercise Optimism

The Six Seconds model uses Seligman's (1996) research on learned helplessness and learned optimism as the foundation of this competency. Optimism allows an individual to consider their available choices, even if these are limited. A pessimist will view an adverse situation as one they are powerless to change. They see it as permanent and pervasive, affecting other areas of their life. In contrast, the optimist sees adversity as temporary. They believe that the situation can be changed with effort, and that the setback is isolated to one area of their life only.

3.3.6 Activities for Exercise Optimism

- Give children a team building or a problem-solving task to complete[3]. Children are asked to chart emotions throughout.

- Write an account of the problem-solving task explaining how they felt throughout the task, and what kept them going.

- Write an optimistic explanation for a 'failure'.

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[3] All activity sheets for optimism are in Appendix D

- Be an agony aunt: write a letter of advice to someone who 'failed' at
  something. Give them an optimistic solution: one that is temporary, external
  and recognises the 'failure' can be overcome with effort.
- Read through a list of 'failure' situations in and outside of school. How would
  they overcome these 'failures'?

3.3.7 Increase Empathy

This competency is defined by Six Seconds as recognising and appropriately responding to others' emotions. Six Seconds identify the components involved in empathy as body language, listening, recognising pain, verbal response and action response. I feel that in a high mobility world, it becomes even more imperative to ensure there are higher levels of empathy within families to support each member to constructively deal with and cope with change. Pollock and Van Reken (1999) refer to the transition stage of moving as being chaotic and challenging without the usual support systems. They state that small problems become a big issue and emotions are heightened, so each family member becomes more egocentric. In these circumstances, empathy becomes even more important, although according to the Six Seconds model, it's more difficult to engage empathy in a stressful or busy situation. Therefore, training and practising empathy would stand children and their parents in good stead in the event of a transition experience, and has the potential to reduce stress and increase awareness of others so the move is easier all round. Empathy also plays a key role in remaining open-minded and tolerant towards other cultures.

3.3.8 Activities for Increase Empathy

Ask children to:
- Match facial expressions to emotion words. Working in pairs, choose a card
  with an emotion word from Plutchik's (2001) basic or complex list, then make
  a facial expression to show that emotion. Take a photo.[4]
- Match facial expressions to emotion words from Plutchik's (2001) basic or
  complex list. Use the photos taken in the previous activity. Give the photos and
  a choice of emotion words to a different pair; then try to match facial
  expression to emotion.

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[4] All activity sheets for empathy are in Appendix E

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- Create an emotion chart for a partner as they verbally recount an event. Write the emotion(s) you think they would have experienced, then find out which emotions they actually experienced. Do they match? Why? Why not?
- Give a scenario and ask children to write a brief account of how each person there might be feeling. Use traditional tales for the scenario – children are familiar with these.
- Create an emotion chart for a character in a story. Use traditional tales, as they are familiar to children, so the children can focus on the emotions involved rather than the events occurring in the story.

3.4 Children's Feedback: Pilot Study

For each activity, the children participating in the pilot study were asked to give feedback[5] on the clarity of instructions. The aim was for children to read the instructions then complete the activity independently: I wanted to ensure it was possible for them to do. As they finished each task, participants evaluated them using 'two stars and a wish'. This required them to identify two 'stars' – that is, two good things about the activity, or things they enjoyed. The 'wish' was an area for improvement or something they found challenging. I frequently used this approach in lessons, particularly English, and it allowed for a very open-ended evaluation process, with each child directing their own evaluation. Moreover, because children were accustomed to using this system, I felt they would be honest and detailed in their evaluations.

Their feedback was most useful in terms of editing and refining the pilot activities. These revised activities were used for my main study the following year. It was also helpful to check the time needed to complete each activity: this allowed me to alter the length of the task for the main study as required.

3.5 The Systemic Whole

It quickly became apparent that it would not be possible to completely isolate the intervention activities from the wider context of the whole child and the environment in which that child operates. Brown (1992) emphasises the synergistic nature of classroom life, stating that aspects that are often treated independently are actually part of a systemic whole. She points out that it is rarely possible to isolate components: 'the whole really is more than the sum of

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[5] Detailed feedback on each activity is located in Appendix F

its parts' (p.166). Therefore, changing one aspect inevitably impacts on others. For my research, there are several key factors, including my role and influence as the class teacher, as well as the wider social dynamics in the classroom, that are parts of the systemic whole. Brown's (1992) description impacted upon my approach to this research in the context of my classroom setting. Although adopting a reductionist approach was initially tempting due to my positivist background, its apparent simplicity proved deceptive. In reality, it would have been an inadequate way of describing the complex and multifaceted setting of a primary school classroom. My decision to use a case study approach also resonated with this concept of a systemic whole. One of the key criteria for case studies, according to Denscombe (2003), is that a case study should pay due care to the connection between relationships and processes in social settings. In fact, a case study provides a 'holistic' and real-world perspective (Yin, 2014) and, when compared to other research methods, allows more opportunity to go into detail to unpick the intricacies of a given situation. As the case is viewed as a whole, there is a chance that the researcher can discover how the parts affect one another. As Denscombe (2003) points out, the value of a case study is that it provides the opportunity to explain why particular outcomes might occur, rather than merely finding out what those outcomes might be.

Chapter 4: Methodology

4.1 Introduction

My research question and sub-questions are as follows:

How does an emotional intelligence intervention affect Third Culture Kids in a British school in Asia?

- How does it affect their perception of self?

- How does it affect their perception of, and relationships with, peers?

My research was designed using a case study approach. This chapter gives detailed information pertaining to the rationale behind my choice of methodology, my data collection tools and how they were administered. Other key elements covered in this chapter include considerations of ethics, generalisation, validity and reliability.

4.2 Investigation of the Research Questions

I explored my research question and sub-questions through the administration of a bespoke intervention with my Year 5 class. This intervention was based on four competencies of emotional intelligence from the Six Seconds EQ model and was explained in detail in the previous chapter. I used a range of quantitative and qualitative data collection tools with the class before and after administering the EQ intervention to evaluate its impact. In the year preceding the main study intervention and data collection, I conducted thorough pilots of the EQ intervention activities and the data-collection tools with the exception of the interviews.

4.3 Case study rationale

It is agreed that a case study is an in-depth, detailed study of a small sample from an element of interest (Yin, 2014; Tight, 2010; Denscombe, 2003). As Denscombe (2003) points out, through detailed examination, case studies discover things that more superficial research might otherwise miss. Yin (2014) points to the case study as a common research approach in education and outlines three conditions that make a case study the preferred option for researchers. Firstly, the main research questions are 'how' questions (p.2), so are more explanatory and involve active links to be discovered over time, as opposed to simple frequencies or incidence. This is relevant to my work, as my main research question and both sub questions begin with 'how' and aim to investigate the impact of an emotional intelligence intervention. Secondly, the researcher has little or no control over behavioural events. By

contrast, in experiments, the investigator can 'directly, precisely and systematically' manipulate behaviour (Yin, 2014, p.2). This second point gives me cause to reflect, as it could be argued that teachers frequently manipulate the behaviour of children to differing extents. As a teacher–researcher, I have a lot of control over behavioural events in my class. For example, I might intervene to de-escalate a situation where children are becoming aggressive with one another. There are times when I encourage children to get up on their feet and move around the room, which I know will raise the level of noise and general excitement, and other times when I deliberately establish a calm and quiet working environment. Given this, I feel it important to clarify how my intervention still fits Yin's (2014) parameters for a case study. In my case, the intervention completed by the children does not amount to a direct, precise or systematic manipulation of their behaviour. However, it is important to acknowledge that an indirect impact on behaviour might occur as a result of the intervention. As any change in behaviour might be indirectly due to the intervention, rather than directly, I propose my case study still meets Yin's (2014) second condition.

Finally, Yin (2014) states that a case study explores a contemporaneous phenomenon in its real-world context, in contrast to a wholly historical phenomenon. My research is certainly positioned in the present, as the data has been collected from School X: a British school currently operating in Asia. Adopting a case study approach for my research also seems fitting according to Denscombe's (2003) additional criteria. My research is based on a 'naturally occurring situation' (p.40). School X and its pupils existed before my research and will continue to exist after my research is finished. There is also an option for School X to use my intervention activities across each year group. A further point in favour of the case study approach comes from Flyvbjerg (2004), who states that 'the most advanced form of understanding is achieved when researchers place themselves within the context being studied. Only in this way can researchers understand the viewpoints and the behaviour that characterises social actors' (p.429).

Yin (2014) and Denscombe (2003) both emphasise the importance of defining and bounding a case. For my research, the case is my class at School X. I selected this case as a way to address my research questions because I perceived a need to socially and emotionally support the children I teach.

Tight (2010) acknowledges the divergent views of case study as a method, approach, style, strategy or design. For example, Yin (2014) defines case study as a separate research method with its own research designs, while Denscombe (2003) considers case study research as a matter of research strategy, rather than research method. Tight (2010) also recognises that case study can be understood in relation to a wide, but conflicting, array of other social research methods, approaches, styles, strategies or designs. For Tight (2010), it follows that case study, like numerous less well-established means of social research, is subject to considerable disagreement and also conceivable confusion with regard to its standing and practice. As Yin (2014) points out, 'a good case study is still hard to do, though the skills for doing a good case study are not yet formally defined' (p.22) and 'there has yet to emerge a comprehensive and standard catalogue of research designs for case study research' (p.22). Despite this, Tight (2010) recognises that the concerns around generalisation, reliability and validity have been widely discussed and addressed as well as could be hoped within the research community. In my thesis, I will address these issues of generalisation, reliability and validity to demonstrate the rigour of my research as a case study.

4.4 Participants

4.4.1 Strategy for selection of participants

Denscombe (2003) describes a 'typical instance' (p.33) where a particular case is similar in vital details and that the findings are likely to be of pertinence elsewhere. I've elected to describe my class as a 'typical instance' because I believe the class participating in my research is representative of other classes at School X. This will be discussed further in the 'Generalisation' subsection.

4.4.2 Participants

All 24 pupils in my Year 5 class (aged 9–10) participated in the pilot study. The following academic year, all 24 children in my Year 5 class were involved in the main study, completing the activities for the intervention. Three teachers at School X took part in the interviews. The small number of participants is in keeping with a case study approach, which tends to favour an in-depth investigation of small numbers (Denscombe, 2003).

4.4.3 Access

Cohen et al. (2007) underline the importance for a researcher of permitted and feasible access to participants. At the time of the research, I held a full-time teaching position and a

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curriculum management post in School X. This limited the time during the school day when I was available to administer activities and collect data. Given these circumstances, it would not have been possible to increase the number of participating classes to include a greater number of children.

4.4.4 Impact of sample size on data analysis

In terms of quantitative data, a larger sample size is preferred as it increases reliability and allows more accurate and sophisticated statistics to be applied to the data (Cohen et al., 2007). With 24 children in each class in School X, the sample size for statistical analysis was small, falling below the suggested minimum of 30 participants (Denscombe, 2007; Cohen et al., 2007). However, Denscombe (2007) states that statistical analysis can be used on a smaller sample size so long as exceptional care is taken. In view of this, there should be no difficulties presented in terms of analysing the quantitative data from this research. He also asserts that the smaller the sample, the simpler the analysis should be; as the data can be subjected to fewer subdivisions. These suggestions were all taken into account when I analysed my quantitative data.

The smaller sample size provided an advantage in terms of the qualitative element of my research (Denscombe, 2007). Qualitative data was collected from the supported reading comprehension task and the observations of the drama and problem-solving activities.

4.5 Duration of the research

The administration of the EQ intervention and data collection for this research spanned approximately two years as outlined in Table 6.

Research conducted	Conducted in:	Academic year
Pilot of EQ intervention and pilot of data collection tools.	Term 3	2009-2010
EQ intervention administered and data collected	February 2011-June 2011	2010-2011
Pupil and teacher interviews	September 2011	2011-2012

Table 6 Timetable of research

4.6 Data Collection

Conducting a case study allowed me to select a range of qualitative and quantitative methods that were fit for purpose in the context of my research. In fact, using appropriate multiple methods and multiple sources of data is identified by Denscombe (2003) and Yin (2014) to be one of the criteria for selecting a case study approach. Furthermore, a case study enables the research to use a variety of research methods so as to 'capture the complex reality under scrutiny' (Denscombe, 2003, p.38). As Flyvbjerg (2004) states, good social science is driven by the problem at hand, in that it employs those methods that best help answer the research questions. Often, combining qualitative and quantitative methods is the best option. Given the complex setting of my research, this comprehensive tactic of using multiple sources of data seemed the optimum way to fully answer my research question. In line with this, Baumfield et al. (2008) recognise the complexity of a classroom and the need to be practical about collecting appropriate and available evidence to answer the research question. This is further underlined by Yin (2014), who emphasises that a case study researcher must amalgamate real-world events with the needs of data collection because the data is collected from people in their regular, daily context.

Yin (2014) states there are no customary procedures for data collection in a case study and it is important for the researcher to be mindful of the constant interaction between the data being collected and the theoretical issues being studied. Following on from this, he sets out a basic list of the elements required to conduct a good case study (Yin, 2014, p.73):

- *Ask good questions* – and interpret the answers fairly.
- *Be a good "listener"* not trapped by existing ideologies of preconceptions.
- *Stay adaptive*, so that newly encountered situations can be seen as opportunities, not threats.
- Have a firm grasp of the issues being studied, even when in an exploratory mode.
- *Avoid biases* by being sensitive to contrary evidence, also knowing how to *conduct research ethically*.

Throughout my data collection, I did my utmost to ensure I adhered to these criteria.

Baumfield et al. (2008) highlight the importance of baseline measures. I collected baseline data from the before the children began the EQ intervention activities, and again once the EQ intervention was complete. Baumfield et al. (2008) recommend collecting baseline data as early as possible, as maximising the gap between pre-intervention and post-intervention tests

allows more opportunity to measure the effects. The length of time between my pre-intervention and post-intervention tests was as long as possible given the restrictions imposed by completing my research within one academic year. Most of my data collection was concurrent. However, the interview data was collected around three months after the post-intervention data, as it was only at this point that I perceived the need for more qualitative data.

In the following sections, I give detailed descriptions of each data collection tool used, including the strengths and weaknesses of each and the findings of the pilot study where relevant. An overview of the tools and their use can be found in Table 7.

Data collection tools		Pilot	Main study pre-intervention	Main study post-intervention
Quantitative Measures	Self Description Questionnaire (SDQ)	✓	✓	✓
	Goal Online questionnaire	✓	✗	✗
	Social and Emotional Intelligence-Youth Version (SEI-YV)	✓	✓	✓
Qualitative Measures	Supported reading comprehension task	✓	✓	✓
	Observations of drama and problem-solving activities	✓	✓	✓
	Teacher and pupil interviews	✗	✗	✓

Table 7 Summary of data collection tools

4.6.1 Quantitative measures
Pilot studies

The pilots for my research were very comprehensive, and in my view, a particular strength of my work. The key aim of my Year 5 class trialling each of the data collection tools was to

establish the suitability of each in the context of my research. I considered the data produced and took into account children's feedback on the tools where relevant. At this stage, the outcome of the data was not my primary concern, so I did not feel it necessary to analyse the data collected.

The children trialled three questionnaires:
1. Goal Online assessment for Social and Emotional Learning (SEAL)
2. Self Description Questionnaire (SDQ)
3. Six Seconds Emotional Intelligence-Youth Version questionnaire (SEI-YV)

Before completing the questionnaires, I reminded the children that their results would be kept confidential as far as possible in line with BERA guidelines. However, throughout the process I was aware of my duty of care as a teacher and the importance of following School X's child protection policy. I made it clear to the children before administering the questionnaires that I might have had to share their answers with a parent or another teacher. There were a couple of incidences where this was the case: I spoke with the children involved before sharing the information with their parents.

I showed the children how to access the questionnaire and explained the logistics of recording answers for the SDQ and the Goal Online assessment. An EQ consultant administered the SEI-YV questionnaire, which had the benefit of eliminating any researcher bias. Children were encouraged to be honest at all times in their answers.

The children completed a separate written evaluation sheet[6] as they answered each questionnaire. When I first discussed the evaluation sheet with the children, they were given the opportunity to identify vocabulary or questions on the evaluation sheet they did not understand. They were invited to offer alternative suggestions for key words or phrases to improve their understanding. In the event, each child understood how to complete the sheet so no alterations were required at this stage. Children were asked to give their responses to the length of questionnaire, how interesting they found it and whether they were able to answer the questions honestly. They indicated this by placing a cross on a line with a smiley face at

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[6] Appendix G

one end, a straight face in the middle and a sad face at the other end. They were familiar with this type of scale and the faces for evaluation, as it was a strategy we often used in class. After reading their evaluation sheets from the first questionnaire (Goal Online), it became clear that providing children with the opportunity to record more detailed thoughts about each evaluation point would be more useful, so I refined the evaluation sheet accordingly[7]. Table 8 contains more detail about the completion dates for each of the questionnaires.

	Self Description questionnaire (SDQ)	Goal Online	Social and Emotional Intelligence-Youth Version (SEI-YV)
Pilot	14th May 2010	6th June 2010	17th June 2010
Pre-intervention	16th February 2011	Not used for main	2nd February 2011
Post-intervention	13th May 2011	study	15th June 2011

Table 8 Questionnaire completion dates

Self Description Questionnaire (SDQ)

Herbert Marsh developed the SDQ as a multi-dimensional measure of self-concept. He argues that self-concept has many facets, therefore to fully understand it, a multi-dimensional approach is key. His aim was to develop a psychometrically sound instrument with a strong theoretical basis (Marsh, 2006). Byrne (1996) carried out a review of all the major self-concept instruments for the American Psychological Association (APA). She concluded that the SDQ for preadolescents aged 8-12 was among the best available for its respective age group:

'The SDQ is clearly the most validated self-concept instrument available. ... For more than a decade, it has been the target of a well-planned research strategy to firmly establish its construct validity, as well as its other psychometric properties. In using the SDQ, researchers, clinicians, counsellors, and others interested in the welfare of preadolescent children can feel confident in the validity of interpretation based on responses to its multidimensionally sensitive items' (p.117).

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[7] Appendix H

The SDQ was the first questionnaire to be piloted. As previously mentioned, the participants were asked to complete an evaluation sheet as they answered the questionnaire. I discussed this sheet with the class prior to data collection. Children were asked to record their start and finish time for the SDQ. It took them 2-28 minutes.

I decided to use the SDQ for my research because it was well tested, had established construct validity and provided a multi-dimensional measure of self-esteem that would give a useful overview. The questionnaire administration for the main study remained the same as in the pilot, except children did not complete the evaluation form for the main study. One area for consideration with the SDQ was the choice of language for some of the questions, as it could be perceived as quite negative. However, in my study, I was careful to give a thorough explanation so the children understood that the SDQ was something different, which would not be used in the usual course of our curriculum or school day. There was no evidence that what might have been considered unkind language from the SDQ was used beyond the questionnaire-completion time.

Goal Online assessment of Social and Emotional Aspects of Learning (SEAL)
Goal Online is an online assessment system. At the time of my research, School X used it as a measure of pupils' performance and progress in maths, English and science in every year group. Goal Online published a questionnaire, created by Professor Katherine Weare and Doctor Robin Banerjee, to assess pupils' Social and Emotional Aspects of Learning (SEAL). This focused on five aspects of SEAL: self-awareness, empathy, motivation, social skills and managing feelings. Pilots were conducted by Goal Online before the assessment tool was made available online, though at the time of my research, the company was still establishing norms for certain groups. Children participating in this study were already familiar with Goal Online assessments, so it was a useful tool to pilot.

This was the second questionnaire to be piloted. The instructions for the revised evaluation sheet were discussed with the class prior to data collection, and each child completed the evaluation as they worked through the questionnaire. The refinements allowed them more opportunity to expand upon and explain their ratings for each item. The children took 5–14 minutes to complete this questionnaire.

Overall, the children felt the Goal Online questionnaire was too long. Their feedback on how interesting they found it was less positive than their feedback on the SDQ. Coupled with the fact that the Goal Online assessment was new and still had to establish norms, and therefore was not as well tested as the other questionnaires, I decided to omit it from my main study.

Six Seconds Emotional Intelligence-Youth Version Questionnaire (SEI-YV)

'Six Seconds is the first and largest organisation supporting EQ development globally. Businesses, schools, consultants, and individuals use our scientifically rigorous tools and solutions to create positive change.' Six Seconds (2011)

The SEI-YV is published by Six Seconds: a not-for-profit organisation. It consists of 74 items, which assess the Six Seconds EQ model. As presented in Chapter 3, this includes three pursuits with eight underlying competencies and is outlined in Table 5. This is classified as a Type B assessment with the APA, so those who administer it need certification. The assessment was validated with a sample of 5,693 male and female participants aged 7-18 from around the world with a range of socio-economic backgrounds. Statistical testing found it to be a reliable and valid measure of the Six Seconds EQ model (Jensen et al., 2012).

A consultant in emotional intelligence from Six Seconds, certified to deliver the SEI-YV, administered the questionnaire to the participants. Consequently, there were some administrative differences between this and the other questionnaires. However, this approach eliminated any potential researcher bias, as I did not administer the questionnaire. The children received full instructions from the consultant before answering the questions. If they had any queries about a particular question while completing the questionnaire, they were encouraged to ask her. On her request, the children participating in the pilot study did not complete their evaluation sheet until they had finished the questionnaire. The time taken to complete this questionnaire was 20–30 minutes.

I decided to use this questionnaire in my research as it has been widely tested and found to provide a reliable and valid measure of the eight competencies of emotional intelligence in the Six Seconds model. This included the four competencies of my intervention. Additionally, this questionnaire received the most positive ratings in terms of how honest children felt their answers to be.

4.6.2 Qualitative measures

	Supported reading comprehension task	Observations of drama and problem-solving activities	Teacher and pupil interviews
Pilot	June 2010	June 2010	-
Pre-intervention	16th February 2011	11th February 2011	-
Post-intervention	7th June 2011	6th June 2011	September 2011

Table 9 Qualitative measures

Supported reading comprehension task

Due to time constraints, this task was piloted with two small groups of children from my class, rather than the whole class. The children who completed this volunteered to take part and I ensured that the group was representative of the range of reading abilities in the class. Two stories were piloted, as two would be required for the main study: one pre-intervention and one post-intervention. Six children piloted 'The Tortoise and The Hare' (Morpurgo, 2004) activity, while four participated in the pilot task for 'A Christmas Carol' (Bradmas, 2002). Three of these children took part in the activities for both texts.

On both occasions, I read the story to the group while they followed their own copy of the text. This was to reduce any variation in children's reading ability. Children then read and independently answered questions based on the four EQ competencies covered in the EQ intervention activities (see previous section for details). If children found a question tricky, they were advised to return to it once they had answered the rest. Children were encouraged to look back through the text to help them answer the questions. As with the pilot intervention activities, they evaluated the task using 'two stars and a wish'. The children's feedback was positive overall in terms of their enjoyment, engagement and understanding of the activity.

The administration of this task was exactly the same for the main study, as it worked successfully for the pilot. I opted to use this task in my research to include qualitative measures alongside the quantitative questionnaires, thereby encompassing a multiple methods approach typical of case study research. As previously mentioned, this would be more beneficial in terms of exploring the complex systems within a classroom (Baumfield et al.,

2008). One potential weakness in this data collection tool was that I had created it, so there was no existing data concerning its reliability and validity.

Observations

Two discussion-based problem-solving activities, based on survival after an accident, were piloted in small groups, as two were required for the main study: one pre-intervention and one post-intervention. For both activities, children were asked to agree as a group on the five most important items for their survival, ranking them in order of importance and giving possible uses for each item.

The first activity involved survival after a plane crash in Canada. Children were given a scenario to read with a list of items salvaged at the scene[8]. The second task was similar, but the scenario was set on the moon, with a landing that had gone wrong[9]. The children completed the plane crash scenario first, followed immediately by the moon landing scenario.

The pilot provided a good opportunity to establish the optimum group size for this activity. The plane crash scenario was completed in groups of four, then the moon landing activity in groups of six. Participants and adult observers were asked to evaluate which group size they felt worked best.

The headteacher of School X (HOS) and assistant head of School X (AH) were present and completed an observation schedule for both activities[10]. Yin (2014) comments on the value of direct observations, as a case study should happen in the case's real-world setting. In my research, the observations took place in the children's classroom in School X. There were two observers with the aim of increasing inter-rater reliability. During the main study, the same observers completed the pre-intervention and post-intervention observations to ensure consistency throughout the data collection. On the schedule, a definition was given for each of the four EQ competencies selected for the study. The observers were asked to record anything

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[8] Appendix I

[9] Appendix J

[10] Appendix K

they saw that they thought was relevant to each of the competencies. This included behaviour, comments and facial expressions.

According to the observers' feedback for the pilot, the activity provided limited scope for children's expression of emotional intelligence for all four competencies. As a result, it was suggested that including a drama activity would improve the opportunity for children to use the four EQ competencies in the main study. I met with one of the senior school drama teachers to discuss this. She emphasised the importance of experiential learning, stating that a drama exercise would give children a better idea of how a particular experience might feel. This would generate a more involved and engaged frame of mind before they tackled the group problem-solving task about their survival. Consequently, I adapted the task so it began with a drama activity followed immediately by the problem-solving task. This allowed the children more time to consider their responses and the observers more opportunity to watch children's behaviour and their facial expressions, and listen to their discussions. One of my Year 5 colleagues agreed to observe this for the revised pilot, as neither the headteacher nor assistant headteacher were available. Though it would have been helpful to engage the original observers, I felt it was more important to run the revised pilot with a different observer rather than omit the pilot.

For the main study, the pre-intervention activity involved a plane crash in the tropics[11], while the post-intervention activity involved children being lost at sea on a life raft[12], as these situations were easier for the children to relate to.

I included the observations in my research as it allowed two objective adult observers to lend a fresh perspective on the extent to which children demonstrated their skills of emotional intelligence during the task. It also provided another method of qualitative data collection. Yin (2014) points to the advantages of including observations in a case study. For example, events are observed in real time and in the context of the case itself. He also cautions on the disadvantages, stating observations can be time-consuming. This was definitely a challenge in my research, though not an insurmountable problem; it simply required careful consideration

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[11] Appendix L

[12] Appendix M

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and organisation well in advance of the observation time. Yin (2014) raises the question of reflexivity, where participants' actions are altered because they are being observed. It is important to acknowledge this may have occurred, but I feel this was perhaps less of an issue because the children are familiar with the headteacher and assistant headteacher watching lessons led by their class teacher. As with the supported reading comprehension, I created this tool, so there was no existing data concerning its reliability and validity.

Teacher and pupil interviews

The supported reading comprehension and observations generated a large amount of data, but this was quite structured. Once I had completed the data collection for the main study, I felt there was a need for a more open discussion, which would allow participants to explain more fully their reactions to, and thoughts about, the EQ competencies from the intervention. Consequently, I decided to interview a group of three pupils from the class and individual teachers who had been involved with the class[13]. In the context of case study research, Yin (2014) highlights the advantages of interviews that focus on the topic of the case study, particularly as they allow the researcher to gain more insight by allowing participants to offer explanations and personal opinions. As my interviews were semi-structured, this gave participants freedom to elaborate upon their thoughts and lead the conversation. The questions were grounded in the EQ intervention, as they were based around the four EQ competencies that had been used in the activities.

The teacher and pupil interviews were conducted very early in the 2011–2012 academic year, after most of the other data had already been collected in 2010–2011. Ideally, I would have liked to pilot the interviews, but the need for additional data only became apparent after my post-intervention data collection. Therefore, I conducted the interviews without pilots. All of the teacher interviewees still worked at School X, so access was straightforward. A disadvantage of omitting pilots meant it was not possible to refine the interview structure and questioning used, although I was satisfied with the data collected.

I was mindful of the teacher-pupil relationship when interviewing, as advised by Baumfield et al. (2008). At the time of the interviews, the participating children had moved to Year 6. I

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[13] Appendix N

believed this to be an advantage: I was no longer their class or subject teacher, so hopefully this would reduce the impact of the power relationship. I acknowledged Baumfield et al.'s (2008) caution with regard to children's answers. While I realised there was a risk of children trying to give me a 'correct' answer, I felt my relationship with them was strong enough to encourage honesty. Also, the interview questions focused on emotional intelligence, with children discussing friendships and social dynamics in their class. Because the focus was not on a traditional academic subject such as maths or English, I felt the children were more comfortable in being open and honest. I was mindful of the potential issues of reflexivity with both the teacher and pupil interviews. According to Yin (2014), my awareness of this should have allowed me to conduct a better interview.

4.7 Triangulation

Denscombe (2003) emphasises that because a case study approach promotes the use of multiple sources of data, this enables the data to be validated through triangulation.
In fact, Yin (2014) reports that those case studies that drew upon multiple sources of evidence are deemed of a higher quality overall compared to those relying on a single source of information. This is because the findings of the case study will be reinforced and, as a result, this data triangulation increases the case study's construct validity. Similarly, Hopkins (2002) recommends the teacher researcher employs a wide selection of data sources to ensure triangulation. He states that different types of information are elicited from each data source, so each one supplements and reinforces the information gained from others.

4.8 Validity and reliability

Validity informs the researcher as to 'whether an item measures or describes what it is supposed to measure or describe' (Bell, 1999, p.104). It refers to the 'internal consistency of one's research' (Hopkins, 2002, p.135). Both the quantitative questionnaires I used were widely tested, though some observers may question the fact that it was mainly the questionnaires' authors testing their own ideas. In my opinion, this is not an issue, because there have been external endorsements of both questionnaires. In her review for the APA, Byrne (1996) reports that 'the SDQ is clearly the most validated self-concept instrument available' (p.117). With regard to the SEI-YV, this is classified as a Type B assessment with the APA and has been statistically tested to verify its validity in measuring the Six Seconds EQ model (Jensen et al., 2012). Consequently, I am confident in their construct validity. In terms of my qualitative methods, ensuring validity was more of a challenge as I created the

tools myself. Piloting the qualitative tools for data collection allowed me to 'ask (other people) whether the questions or items you have devised are likely to do the job' (Bell, 1999; p.104). As a result, I was able to alter and edit these tools to ensure a higher level of validity based on the feedback I received. Discussing the tools with others, including my supervisors, also allowed for objective and constructive feedback to ensure each tool was valid.

Yin (2014) identifies issues of validity and reliability with specific reference to determining the empirical quality of any case study work. He discusses construct validity, which I addressed in the previous paragraph with regard to the tools I selected. However, Yin (2014) points to construct validity as a particular challenge in case study research and makes recommendations for researchers to increase construct validity. His first suggestion is to use multiple sources of evidence 'in a manner encouraging convergent lines of enquiry' (p.46). I am confident that I have achieved this in my research through using a range of methods, including two questionnaires, teacher and pupil interviews, a supported reading comprehension and observations of drama and problem solving activities. Each of these methods has been employed to ascertain how my bespoke emotional intelligence intervention impacted the children, thereby focusing on answering the same question. The second point made by Yin (2014) underlines the importance of the researcher establishing a chain of evidence. According to the theory underlying a chain of evidence, those external to the research should be able to follow the origin of the evidence from the first research questions to the eventual conclusions drawn in the case study. A chain of evidence should enable clear cross-referencing to the methods employed and the subsequent evidence. With regard to my research, I am certain that this chain of evidence is clearly established in this written thesis.

To my mind, Yin's (2014) chain of evidence clearly links to the reliability of a case study, as both require the researcher to ensure as many operational steps are taken as possible. The aim of reliability is to reduce any errors and biases in a study, and is described by Yin (2014) as the process by which the researcher illustrates that the procedures of a study can be repeated with the same results and conclusions. External validity, or outlining the field to which the findings of a study can be generalised, is also identified as an important issue by Yin (2014). For the purposes of this thesis, I address issues of generalisation with a case study in detail in the following sections.

4.9 Generalisation and transferability

There is a widely accepted need for generalisation in the social sciences to ensure credibility (Thomas, 2011), yet traditionally, there has been concern over the extent to which generalisations can be made from case studies (Yin, 2014; Denscombe, 2003). '"You cannot generalise from a single case," some would say, "and social science is about generalising"' (Flyvbjerg, 2004, p.420). If this holds true, it follows that it is impossible for the case study to contribute to scientific development. However, Flyvbjerg (2004) states that generalisation is only one of a number of practical skills needed for scientific work. He is of the opinion that formal generalisation is overly valued as a basis for scientific progress, while the influence of a specific example is underrated. A point to illustrate this is his concept of cases as black swans, where one example alone can create, falsify or necessitate revisions of a theory. As Flyvbjerg (2004) points out 'carefully chosen experiments, cases and experience were… critical to the development of the physics of Newton, Einstein and Bohr, just as the case study occupied a central place in the works of Darwin, Marx and Freud' (p.423). Likewise, people advance and amass their knowledge in many ways, not exclusively through statistical generalisation. Flyvbjerg (2004) comments that all expertise is created by in-depth knowledge of thousands of relevant, tangible cases, and that this knowledge forms the basis of the case study as a research method (Flyvbjerg, 2004).

Thomas (2011) draws attention to comments on the general failure of social science to suggest unique generalisation that is more reliable and valuable than a layperson's generalisation. In the event that this commentary is valid, the failure to generalise is an issue for all kinds of social inquiry and is not confined to case study. Flyvbjerg (2004) reinforces this point, stating that social science has failed to generate general, context-independent theory. As a result, social science ultimately has only concrete, context-dependent knowledge to offer, and the case study is particularly well positioned to produce this knowledge. Yin (2014) draws attention to the fact that case studies are generalisable to theoretical propositions, rather than to populations. In doing case study research, the researcher's goal should be to expand and generalise theoretical concepts and principles, as opposed to making statistical generalisations, particularly as the number of participants involved in a case is too small to be representative of a larger population (Yin, 2014).

Working on the basis that generalisation in social science is a misleading aim as is it not possible, Thomas (2011) argues that seeking to generalise is actually missing the point about

the 'exemplary knowledge' (p.33) presented by certain types of inquiry. Furthermore, he states that developing exemplary knowledge is a way to accomplish the potential of the case study. He explains exemplary knowledge as set in another's experience that can only be interpreted in the context of one's own experience. In other words, it can only be interpreted in the context of one's phronesis, not in the framework of one's theory. Thomas (2011) defines phronesis as 'practical reasoning, craft knowledge, or tacit knowing: the ability to see the right thing to do in the circumstances' (p.23). Clear expression of exemplary knowledge lies in the researcher's phronesis, while an understanding of exemplary knowledge rests in the phronesis of the reader. 'The case study thus offers an example from which one's experience, one's phronesis, enables one to gather insight or understand a problem' (Thomas, 2011, p.31). His reasoning, therefore, is that phronesis is more important than theory when it comes to making a contribution in a field such as education, particularly as he identifies teachers as reflective practitioners who develop and use phronesis.

4.9.1 Generalising from one case

Yin (2014) emphasises that criticisms about single-case studies are usually based on reservations about the individuality of the case, or the particular conditions that surround it. Denscombe (2003) addresses this, stating that the aim of a case study is to 'illuminate the general by looking at the particular' (p.30). The understanding gleaned from focusing on an individual case could have broader ramifications and may perhaps have been missed had a research approach encompassing a large number of examples been used instead. Denscombe (2003) acknowledges that each case is bound to be unique in some regards. However, a case is also 'a single example of a broader class of things' (p.36) and the extent to which a case study's findings can be generalised is dependent upon the similarity between the case study example and others of its kind. In my case, I would agree that my phronesis (Thomas, 2011) as a teacher-researcher has clear parallels with the phronesis of other teachers of TCKs. Based on my experience and interactions with educators from other international schools around Asia, I know TCKs in British schools and international schools across Asia share certain characteristics. Teachers often comment that their students are quite young for their age, make friends quickly and cut off friends who are leaving, experience a great deal of mobility in their lives, or lack independence because they have helpers or maids at home (Pollock and Van Reken, 2009). As these characteristics are visible at School X, I believe this justifies my decision to select participants as a typical instance (Denscombe, 2003, p.33), which was outlined in more detail in the 'Participants' subsection. Consequently, I would be confident in

generalising my results to this similar population based on phronesis. I feel that both Larsson's (2009) concept of generalisation through patterns and Denscombe's (2003) transferability add to Thomas' (2011) phronesis and therefore to the generalisability of my case. Both of their concepts (Larsson, 2009; Denscombe, 2003) are discussed in more detail in the following section.

Additionally, Yin (2014) highlights that the lessons learned from a case study could apply to a range of situations 'far beyond any strict definition of the hypothetical population of 'like-cases' represented by the original case' (p.41) and could extend to a wider range of situations. In my work, my results could apply to other schools with a transient pupil population, such as military schools.

LeCompte and Goetz (1982) state that translatability is essential for generalisation. Translatability 'assumes that research methods, analytic categories, and characteristics of phenomena and groups are identified so explicitly that comparisons can be conducted confidently' (p.34). I am confident that my thesis meets these criteria, which enables comparisons to be drawn.

4.9.2 Transferability and the role of the audience

Larsson (2009) discusses generalisation through the recognition of patterns. Although this discussion relates to qualitative research, it can equally be applied to quantitative research in the context of a case study. In Larsson's (2009) view, the responsibility for generalisation falls upon the audience rather than the researcher. The person using the knowledge decides if and when an interpretation is useful and applicable, based on an awareness that the original interpretation fits cases the audience has seen before. So long as the pattern is recognisable, generalisation is possible even if the context-to-be-understood differs from the original study. In this sense, generalisation is about the potential use of a piece of research. This means there is potential for the results of my study to be generalised where my interpretation fits a case that the audience has seen before. This is reinforced by Denscombe (2003), who maintains that some of the responsibility for generalisation from a case study lies with the reader, although it is the obligation of the researcher to provide essential information so the reader can make an educated judgment. Similarities can be drawn between Denscombe's (2003) statement and Yin's (2014) chain of evidence, where the researcher provides detail for the reader about the whole research process from the very start.

Inevitably, the audience's knowledge and experience varies from person to person. Due to this, there is a risk that the original qualities of the study may be distorted when it is generalised (Larsson, 2009). I would suggest similar experience would better inform the audience to allow it to make that judgement with more confidence and accuracy. For example, teachers working in other British and international schools in Asia would share my knowledge and experience of teaching TCKs, according to Thomas' (2011) concept of phronesis. Furthermore, they would be well placed to compare the context of their school and the backgrounds of their students with those of School X.

In terms of academic expertise, Larsson (2009) identifies an advantage in reducing the 'halo effect of academic authority' (p.36). However, he notes that research should generate expertise and respect. Hence the researcher's ability to persuade an audience is a key element involved in generalisation. While I recognise the value in the audience making a decision on the similarity between my research context and their setting, I am aware of my role as the researcher in generalising my results. As such, I feel that Denscombe's (2002) concept of transferability, rather than generalisation, is more fitting for my work. This involves the researcher and the readers deducing how the findings could relate to other cases. Denscombe points out that this depends upon the researcher providing enough 'thick description' (Ryle, 1968) about the situation to make clear its wider relevance. Although Yin (2014) comments that it is not necessary for case study research to engage in this 'thick description', I have taken pains to provide detailed background information on both my professional and research context to assist my readers in drawing a comparison between my case study and other cases.

4.10 Objectivity and rigour

Flyvbjerg (2004) examines a common misunderstanding about the objectivity of a case study approach, namely that a researcher engaged in this approach has more scope for subjective judgment than one engaged in another approach. With this comes an increased propensity for the researcher to confirm their predetermined beliefs, in Flyvbjerg's view. As a result of this alleged subjectivity, the lack of rigour in case studies has frequently been identified as a concern (Yin, 2014; Denscombe, 2003). However, Thomas (2011) argues that 'the case study…offers an example from which one's experience, one's phronesis, enables one to gather insight or understand a problem' (p.31). Moreover, Flyvbjerg (2004) points out that the case study does have its own rigour, which is as strict as the rigour found in quantitative methods but manifests in a different way. He cites examples where a number of researchers,

including him, have been compelled by their case material to revise essential points of their hypotheses. As a result, they report that their preconceived beliefs were incorrect. In Flyvbjerg's (2004) experience, the case study is more biased towards the falsification of preconceived notions than towards verification. It follows that the case study is not more biased towards corroboration of the researcher's preconceived notions than other research methods. In terms of my own research, I was at pains to maintain an open-minded approach and to pay close attention to the actual findings, whether they were expected or not. I believe this is reflected in my research questions, which do not predict, but rather adopt an open approach to the impact of the emotional intelligence intervention.

Building upon my understanding of rigour in the context of a case study, I found Denscombe's (2002) statement helpful. He observes '…it is now generally accepted that social researchers can never be entirely objective' (p.157). Despite this assertion, Denscombe (2002) recognises that researchers can take steps to increase objectivity and avoid bias. Where the researcher has a moral or personal obligation to the organisation where they are conducting their research, there is a risk of detracting from their objectivity (Denscombe, 2002). This was a consideration for me, as I was, and still am, an employee of School X, and the school has been supportive throughout the research process. Denscombe (2002) urges researchers to be sensitive to the impact of personal or moral obligations on their research activity, if necessary taking it into consideration when analysing findings. This presented more of a challenge for me in the writing up process. However, I strove to be objective in my description of School X and when reporting my results. Following Denscombe's (2002) recommendations, I endeavoured to maintain an open-minded approach throughout the research process. When administering the intervention activities or the data collection tools, I ensured my body language, verbal and facial expressions were as neutral as possible to reduce my influence as the researcher. While I recognise and agree with the importance of one's subjective experience in a case study as outlined by Thomas (2011) and Flyvbjerg (2004), I also felt it was important to action Denscombe's (2002) suggestions to increase the rigour of my research.

4.11 Ethics

My project was undertaken in accordance with the British Educational Research Association's ethical guidelines for educational research (BERA, 2011). Following these guidelines, researchers must comply with Articles 3 and 12 of the United Nations Convention on the

Rights of the Child (United Nations, 1989). Article 3 requires that 'the best interests of the child shall be a primary consideration' (p.4). Article 12 states that children who can form their own opinions have the right to freely express their views in all relevant matters, according to their age and maturity. Children should therefore be enabled to give fully informed consent.

The BERA (2011) guidelines also recommend that researchers consider the effects of their research on others. Playing the dual role of teacher and researcher can have an impact on colleagues and pupils, and should be considered carefully, particularly as it may cause conflict in areas such as confidentiality (BERA, 2011). This was the case in my research project. More detail on how I address this is given in the confidentiality subsection.

4.11.1 Responsibilities to the research profession and colleagues

Cohen et al. (2007) emphasise the importance of maintaining the reputation of the research profession and ensuring opportunities for future research remain unspoiled. As suggested by Bell (1999), I submitted a project outline to the university accompanied by a lengthy ethics form. My continuation of the project was possible thanks to the university's approval. Bell (1999) recommends that as soon as researchers have an agreed outline, they should submit a formal request for permission to carry out their project. In this case, my first point of contact was the headteacher of School X. Through the headteacher, the outline was then discussed and approved at a senior management meeting before any research work began.

Subsequently, I discussed the project with the people whose co-operation was key (Bell, 1999). These included every child in my class for the pilot, then the children in my class the following year when I conducted the main study. Before any data collection, I also discussed the research with the head of year for the main study. Finally, I spoke with the headteacher and the assistant headteacher of School X, both of whom came to formally observe the drama activities for part of the pilot and all of the main study. This allowed me to explain the expectations for colleagues vis-à-vis ethical behaviour and was an opportunity to ensure my colleagues agreed to the correct procedures. Both of these steps were criteria from Bell (1999) with regard to a researcher's responsibilities towards their colleagues.

Bell (1999) urges researchers to ensure they consistently adhere to rigorous standards of ethics at all times, bearing in mind that those who help you are doing you a favour. She cautions that any mistakes made by inside researchers will stay with them. I was very aware

of this; I had worked at the school for some time, and still hold a teaching post there at the time of writing. To avoid any potential issues, I wanted to ensure the project was conducted according to the strictest ethical and professional standards, and I followed BERA's (2011) ethical guidelines meticulously throughout.

Bell's (1999) additional criteria include protecting colleagues' safety, well-being and their reputation. I achieved this through clear explanations of my expectations, both practical and ethical, and ensuring all of my colleagues and the school were anonymised.

4.11.2 Responsibilities to participants

<u>Consent</u>

The BERA (2011) guidelines define voluntary informed consent as 'the condition in which participants understand and agree to their participation without any duress, prior to the research getting underway' (p.5). In their explanation about informed consent, Cohen et al. (2007) state that several factors must be considered, all of which are addressed in the following paragraph. For my research, the intentions, content and processes were made clear to all participants at the outset. I did not anticipate negative outcomes from the participation in the research and I clearly communicated this to the children. However, we did discuss the potential benefits of developing the skills of emotional intelligence. No incentives or rewards for participation were offered. I felt it was more ethical for children to volunteer to participate rather than for me to influence their decision with extrinsic rewards. I made it clear to the children and other participants that they could ask questions about the research at any point. The children did so when they felt it was necessary and I answered their questions fully and honestly at all times.

Voluntarism is underlined as an issue, where participants may want to avoid offending the researcher and therefore feel obliged to volunteer (Cohen et al., 2007). Cohen et al. (2007) also state that researchers must ensure participants have genuine freedom of choice to ensure informed consent is attained. There was potentially an issue with this because of my role: I was the children's class teacher in the pilot and the main study. In this context, there may have been a tendency for children to feel obliged to participate. From the beginning, I made it clear that participation was entirely their choice. I also discussed withdrawal and confidentiality with the children at this point. These issues are addressed in more detail in the following subsections.

In the case of research where the participants are minors, Cohen et al. (2007) point to two aspects of gaining consent. Permission must be sought from the adult responsible for each child and the children themselves must be consulted. For this study, I verbally explained the aims of the research to each class and described what participation would entail. Children were then given a letter from the Head of School X to take home to parents (Appendices O and P). This outlined the aims and purpose of the project for the pilot and the main study and requested parents to contact me with any queries. The letter included a consent slip for parents to sign and return to me. In the event that parents did not return the consent slip, I followed up with a phone call. In all of these cases, parents either had not seen the letter or had lost it, and were happy to sign and return another copy. The aims of the research were made clear to the adults who were involved, such as the headteacher and assistant headteacher when they observed the drama activities, and those teachers who participated in the interviews.

Deception

Bell (1999) emphasises that honesty is crucial with regard to the aims of the study and the conditions of the research. I was transparent about the project throughout the whole process. Bell (1999) recommends that participants be informed as to how the information they supply will be used. In this study, both children and staff were told that the information they provided would be used in my doctoral thesis. This required some explanation to those children who were unsure of the purpose of a thesis.

Debriefing

The BERA (2011) guidelines state that it is good practice for researchers to debrief participants once the research has been completed. I verbally debriefed participating children at the end of the pilot phase of the research, then again after the data collection for the main study was completed.

Withdrawal

The BERA (2011) guidelines state that researchers must accept that all participants are entitled to withdraw from the study at any point, and that it is the researcher's responsibility to inform participants of this right. When reflecting upon participant withdrawal, Brown's (1992) comments on the synergistic nature of classroom life seemed pertinent. She notes that each aspect in a classroom forms part of the whole system, and that changing one element affects others. The impact of my knowledge of emotional intelligence upon my practice as a

teacher during the research process should be acknowledged, although it's difficult to measure the extent of this influence. There's always a risk that research conducted within a classroom will change the classroom dynamics, so even withdrawal from the formal tasks and measurements may not have exempted pupils from the overarching influence of the study within the classroom. However, it would not have been possible for me to conduct my research in a vacuum. Fine and Sandstrom (1988) emphasise that children 'must be given a real and legitimate opportunity to say that they do not want to participate in the research' (p.31). I made it clear to all of the children that they could withdraw at any point. This would have meant them withdrawing from the EQ activities, the drama and problem-solving activities, the supported reading comprehension and the questionnaires. Instead, they would have completed a different task during this time, such as reading or completing schoolwork, which was the usual content of a morning task and a viable alternative. In the event, none of my students withdrew, and I was satisfied that my research adhered to stringent ethical standards.

Confidentiality and protection of participants

Bell (1999) states that researchers should be clear regarding anonymity and confidentiality. As Hopkins (2002) states, the actions of a researcher are deeply ingrained in the organisation. I felt it was vital for me to recognise and work within these parameters. Moreover, my role at School X raised specific issues of respect and confidentiality, which were important to bear in mind when planning and delivering my project (Cohen et al., 2007).

Raffe et al. (2005) raise the issue of upholding anonymity when the data provided may well identify a specific individual or institution through 'unique combinations of characteristics' (p.19). Cohen et al. (2007) reiterate that it must not be possible to identify participants based on their information. I have achieved anonymity by using an alias for the children, teachers and school involved throughout the writing process. All the participants and senior management of School X were informed of my use of aliases before I started my research. Although it is not possible to identify participants from the data, I realise there is still a chance certain people might identify School X, even though it is never mentioned by name. To avoid identification of the school, I have endeavoured to keep any description of School X as general as possible, while ensuring key facts about the context are still included to aid the reader's understanding.

In terms of confidentiality, I explained this to the children with reference to the disclosure element of School X's Child Protection Policy. This meant that everything children recorded on a questionnaire, recorded in another way or verbally reported to me would be kept confidential unless there was something important for parents or other teachers to know. This allowed me to uphold Article 3 of the United Nations Convention on the Rights of the Child. As Cohen et al. (2007) point out, promises must be kept. I wanted to ensure I could keep my word to the children participating. In the event, the results from several SEI-YV questionnaires raised an issue for certain children. Working in the best interests of individual children, I discussed the information with them, explained the meaning of their questionnaire results and also explained that I would be chatting about it to their parents. I then shared this with the parents and follow up was also initiated in school, which for one child involved some counselling sessions.

4.12 Support with the research

Throughout the research process, staff members at School X were wholly supportive. Among them were senior management and my teacher colleagues in the year group. The participating children were interested and keen to participate, and their parents also expressed interest and support.

Chapter 5: Results

5.1 Introduction

5.1.1 Review of the research questions

My aim was to investigate how an emotional intelligence intervention affected Third Culture Kids in a British international school in Asia. This was with specific reference to the pupils' perception of self and their perception of, and relationships with, peers.

5.1.2 Data Analysis

In order to investigate my question and sub-questions, I employed a range of qualitative and quantitative data collection tools with pupils and teachers. These have been discussed in detail in the methodology chapter. The findings will be integrated within the discussion and conclusion sections. A summary of these tools is outlined in
Table 10.

Data collected	Participants	Pre-intervention	Post-intervention
Six Seconds Emotional Intelligence–Youth Version (SEI-YV) questionnaire	Whole class	✓	✓
Self-Description Questionnaire (SDQ)	Whole class	✓	✓
Pupil interview	3 pupils		✓
Teacher interviews	3 teachers at School X with experience or knowledge of the class		✓
Supported reading comprehension	Whole class	✓	✓
Drama activities and observations	Whole class	✓	✓

Table 10 Overview of data collected

The analysis begins with the quantitative data from both questionnaires. I then discuss the qualitative results from the pupil and teacher interviews. Although these were only conducted at one point (post-intervention), the interviews contained a great deal of interesting information. This provided points of reference for the analysis of the supported reading comprehension and the drama activities and observations, both of which yielded more limited data.

5.2 Questionnaire: Six Seconds Emotional Intelligence-Youth Version (SEI-YV)

As the SEI-YV is a standardised test with mostly scale data, I used t-tests to analyse the data. Muijs (2011) states that a t-test is also fairly robust with ordinal variables, so the three ordinal items at the end of the questionnaire were also included in the analysis. Although I used a convenience sample rather than a random sample, Muijs (2011) acknowledges this is a common issue in education research. He states that research has established the t-test to be quite robust provided that the samples are large enough and are fairly similar in size.

The SEI-YV questionnaire contains 8 scales that match the competencies from the Six Seconds model of emotional intelligence. These scales are combined to give a score for three pursuit scales: Know Yourself, Choose Yourself and Give Yourself. The number of items in each scale, and the scales that combine to create each pursuit scale, are shown in Table 11.

Scale	Number of Items	Scales combine to give score for pursuit scale:
Enhance Emotional Literacy	15	Know Yourself
Recognise Patterns	12	
Apply Consequential Thinking	12	Choose Yourself
Navigate Emotions	15	
Engage Intrinsic Motivation	6	
Exercise Optimism	6	
Increase Empathy	12	Give Yourself
Pursue Noble Goals	4	

Table 11 Emotional intelligence scales on the SEI-YV questionnaire

The scales of emotional intelligence competencies are combined to give a score for each of the life barometer scales as outlined in Table 12. An overall score is generated from the life barometer scales.

Life Barometer	Most significant EQ contributors
Good health	Engage Intrinsic Motivation Pursue Noble Goals Enhance Emotional Literacy
Relationship quality	Pursue Noble Goals Exercise Optimism Apply Consequential Thinking
Life satisfaction	Exercise Optimism Pursue Noble Goals Enhance Emotional Literacy
Personal achievement	Engage Intrinsic Motivation Exercise Optimism Pursue Noble Goals
Self-efficacy	Apply Consequential Thinking Recognise Patterns Pursue Noble Goals Increase Empathy

Table 12 Life barometer scales on the SEI-YV questionnaire

Finally, there are three ordinal items at the end of the questionnaire. Participants answered these using a Likert scale from 1 (Almost Never) to 5 (Almost Always):

- I feel great
- I think positively
- I am in a good mood

I used a t-test to compare the means of each of the scales outlined in Table 11 and Table 12 and the last three ordinal items on the questionnaire for the pre- and post-intervention results. An alpha level of 0.05 was used for all tests.

5.2.1 Pupils' pre- and post-intervention SEI-YV scores

As shown in Table 13 and Table 14, a t-test found a significant difference between the class' pre- and post-intervention scores on the 'Give Yourself' item of the questionnaire. These results suggest an improvement over time in the Give Yourself competencies from the Six Seconds model: Increase Empathy and Pursue Noble Goals. As empathy was one of the intervention competencies, this could account for the significant change. This change would impact upon children's perception of, and relationships with, peers. There was also a significant difference between the pupils' pre- and post-intervention scores for Engage Intrinsic Motivation, suggesting a significant improvement in this competency. While the competencies are interlinked, I am unsure as to why Engage Intrinsic Motivation would have increased, although such an increase would positively impact children's perception of self.

	Pupils' Pre-Intervention mean (SD)	Pupils' Post-Intervention mean (SD)	*t*-value	*df*	*p*-value
N =	23	19			
Enhance Emotional Literacy	97.17 (19.128)	105.16 (15.784)	-1.455	40	.154
Recognise Patterns	103.7 (17.915)	112.47 (16.824)	-1.624	40	.112
Apply Consequential Thinking	99.65 (19.791)	106.79 (15.472)	-1.281	40	.208
Navigate Emotions	97.22 (12.986)	103.42 (13.773)	-1.499	40	.142
Engage Intrinsic Motivation	95.09 (18.226)	107.89 (14.903)	-2.457	40	.018
Exercise Optimism	100.74 (17.247)	107.47 (13.385)	-1.39	40	.172
Increase Empathy	106.3 (20.314)	114.79 (15.164)	-1.506	40	.14
Pursue Noble Goals	99.3 (16.134)	109 (16.1)	-1.94	40	.059

Table 13 Pupils' pre- and post-intervention SEI-YV results on the Six Seconds EQ competencies

	Pupils' Pre-Intervention mean (SD)	Pupils' Post-Intervention mean (SD)	*t*-value	*df*	*p*-value
N =	23	19			
Overall	111 (16.624)	114.74 (17.078)	-0.716	40	.478
Good Health	112 (17.228)	111.58 (18.422)	0.076	40	.939
Relationship Quality	107.52 (17.467)	113.63 (14.565)	-1.215	40	.232
Life Satisfaction	103.09 (13.08)	106.84 (16.449)	-0.824	40	.415
Personal Achievement	107.13 (14.958)	112.42 (14.435)	-1.159	40	.253
Self-Efficacy	102.17 (18.017)	99.47 (12.681)	0.55	40	.585
Total EQ	101.74 (18.883)	112.21 (15.999)	-1.914	40	.063
Know Yourself	101.39 (18.693)	110.21 (16.467)	-1.605	40	.116
Choose Yourself	98.61 (19.116)	105.05 (12.678)	-1.257	40	.216
Give Yourself	104.3 (18.304)	119.47 (18.488)	-2.661	40	.011
I feel great	4.09 (1.083)	4.47 (0.612)	-1.383	40	.174
I think positively	3.74 (1.214)	4.16 (0.898)	-1.247	40	.22
I am in a good mood	3.96 (1.107)	4.26 (0.806)	-1.006	40	.32

Table 14 Pupils' pre- and post-intervention SEI-YV results on the Six Seconds Life Barometers and Pursuits

Interestingly, for Pursue Noble Goals, despite the increase in the post-intervention mean for the class, the gap between their top and bottom scores widened. This suggests more of an impact of the intervention upon the children who scored higher on the pre-intervention questionnaire.

When considering individual scores for Give Yourself, the scores indicate an overall increase for the class. Again, this would suggest the intervention impacted the class.

5.2.2 Summary of SEI-YV

The class showed a significant increase post-intervention for two scales on the questionnaire: Give Yourself and Engage Intrinsic Motivation. This would suggest a positive impact of the intervention upon the class.

5.3 Self Description Questionnaire (SDQ)

Although the SDQ uses ordinal data, which usually entails the use of non-parametric tests, it is a standardised test with a lot of questions. I compared the means of the average score for each subscale using t-tests within classes and between classes. An alpha level of 0.05 was used for all of the tests.

5.3.1 Pupils' pre- and post-intervention scores for the SDQ

There were no significant differences between the pre- and post-intervention scores for the class. This suggests the children as a group did not make significant progress according to the questionnaire subscales. Consequently, I would not expect the areas measured by these subscales to have had a significant and direct impact upon either the children's perception of self or their perception of, and relationships with, peers.

5.3.4 Summary of SDQ

There were no significant differences between the pre- and post-intervention scores for the class. The post-intervention scores for four children on the Peer Relations subscale reflected their positive progress in terms of friendships. An individual case also demonstrated a big increase in self-concept. There tends to be a decline with age in self-concept as measured by the SDQ (Marsh, 2006) but the class' positive progress would suggest these children bucked this trend.

5.4 Pupil interview

Three children participated in the interview. I selected them at random from the class group from the previous year, omitting any children new to the year group, to ensure each child had a fair chance of being chosen. Furthermore, this had the advantage that no bias or pre-conceived ideas (even at a subconscious level) about particular children applied to their

selection. All of the children had been existing students at School X before their Year 5 school year began. My coding process for the interview transcripts began with structural coding: a deductive coding method. According to Saldaña (2009), this form of coding is particularly good for interview transcripts, as it 'is designed to start organising data around specific research questions' (p.59). For the pupil interviews, I began by matching sections of the transcript to the sub-question that seemed to fit best, either perception of self or perception of, and relationships with, peers.

After the initial structural coding, Saldaña (2009) recommends that researchers use additional choices of coding methods. My next step was to identify which of the four EQ competencies upon which the intervention activities were based was evident in each chunk of text. I coded this by assigning the following code for each competency:

EEL = enhance emotional literacy

ACT = apply consequential thinking

EOP = engage optimism

ICE = increase empathy

This allowed me to examine any changes over time with reference to the EQ competencies, as well as giving me insight into the children's understanding of each competency.

Finally, I themed the data, where a theme is defined as a 'phrase or sentence that identifies what a unit of data is about and / or what it means' (Saldaña, 2009, p.121). Saldaña (2009) states that data 'themeing' is applicable to interviews and that its use 'allows categories to emerge from the data' (Ezzy, 2002, p.83). 'Themeing' meant I could remain open-minded about what the data might reveal. There were occasions when the data seemed to fit with two themes, as there was a degree of overlap. In this event, I assigned the data to the theme that seemed to fit best. The four EQ competencies provided themes, and the data produced additional themes outside of the EQ competencies. All themes are presented in a table in each sub-section, with further elaboration and supporting evidence in the paragraphs that follow. The data is presented with reference to each of the research sub-questions for the pupil interviews.

I was aware that the assignation of certain answers, or parts of answers, to these categories could be viewed as subjective. To ensure inter-rater reliability, I engaged the assistance of a

colleague. My colleague attended the teacher training I delivered on the Six Seconds EQ model, so understood the model and was familiar with each of the competencies. I shared the coding of the intervention pupil interview with her and my coded transcript of all the interviews. Informed in this manner, she read the interview transcript, applying the same criteria as me. There was one occasion where she questioned my coding, but once I had explained the rationale behind it, she agreed that it fitted the theme. As there was a high level of agreement between us, I was reassured that my coding was reliable and impartial. Had there been a high level of disagreement between us, I would have revisited both transcripts and coded them both alongside her. The coded transcripts for the pupil interviews are in Appendix Q.

5.4.1 Pupil Interview: Perception of self

Theme	Summary of Responses
Emotional literacy	Improvements in comfort level over the year
Empathy	Increased action response
Inclusive behaviour	Widening social circles

Table 15 Themes from the pupil interview coded as 'perception of self'

Emotional literacy:

Comments from both girls demonstrated an improvement over the course of the year in terms of the girls talking about their feelings. Ella stated that: '*At first I was quite shy to say …feelings out loud… then I got used to talking to my friends,*' while Daisy remarked: '*Now me and Ella, we like share our feelings together.*' While the level of their emotional vocabulary was not discussed, both girls seemed to become more accustomed to discussing their feelings with their peers over the course of the year.

Action response to empathy:

Colleagues and I often discuss the subject of children's empathy at School X. The children are good at articulating empathy towards others, identifying contributing factors and action that could help the situation. However, the action response to empathy is often lacking, with children viewing it as someone else's responsibility.

The following quote from Finn illustrates the change in his action response to empathy over the year, showing it to be present by the end of Year 5: '*I might have not acted on it (at the start of the year). But around the end of the year, I definitely invited them to play.*'

There was also recognition of others' feelings, combined with an appropriate and caring action response, resulting in a positive outcome: '*We have made them (new girls in the class) feel comfortable… Because they were a bit shy around us at the beginning.*' Daisy

This comment is particularly interesting as it relates to children who were new to School X, showing there was an empathy response even when there was little knowledge of those new children. It also suggests the empathy response was sustained over a period of time, until the new girls felt comfortable. This further supports the results of the SEI-YV questionnaire with the class, demonstrating significant progress on the 'Give Yourself' scale. As empathy is one of the subscales of 'Give Yourself', the children's interview comments indicate an increase in empathy.

At the beginning of Year 5, Finn recognised he had hurt his friends' feelings, but his actions remained unchanged. By the end of the year, it appeared that he was making a more empathic choice about his actions: '*Before, I think I hurt many of my friends' feelings but then starting from the end of the year, I think I really cheered them up... I thought before I said anything about them…*' As I stated at the start of this section, certain comments demonstrate an overlap with different themes. Finn's comment also shows an improvement in his consequential thinking at the end of Year 5 compared to the start.

Inclusive behaviour:
Comments made by children towards the end of the year demonstrate they were taking action that was resulting in widening their social circles. They also reported taking deliberate action on a bigger scale to include others.

'*Around the beginning of Year 5...I only played with my old friends but towards the middle and the end, I was starting to invite new people in my class who I don't really know well to play with me…*' Finn

'Definitely at the end I was playing with lots of other people than ... back then the start of the year... Because I've been making lots of other new friends...' Ella

'Now, we like spend our break time with them (new girls) and play with them.' Daisy

'As the year went on, I made lots of friends because I tried to be friends with them.' Ella

While these comments do show a change over time, it is important to note that children are mixed up to create new classes at the start of Year 5. To begin with, there is a degree of unfamiliarity for all children, as their usual social roles have changed. Their familiarity with one another does develop over the year, as children get to know others in their new class, and I have witnessed friendships forming as a result of the new class situation. Given the characteristic high mobility that TCKs tend to experience, we notice as teachers that a wider circle of friends serves as a protective factor for children.

5.4.2 Pupil Interview: Perception of, and relationships with, peers

Theme	Summary of Responses
Positive atmosphere	Positive atmosphere in the class
Empathy	Increased over the year
Pastoral systems	Impact of Circle Time on increasing trust
Consequential thinking	Evidence of thinking before acting
Friendships	Effort demonstrated or discussed in terms of making new friends
Optimism	Examples of optimism in action

Table 16 Themes from the pupil interviews coded as 'perception of, and relationship with, peers'

Positive atmosphere:
One of Daisy's comments reflects the positive change seen across the year with regard to classroom climate: '*At the end, we like going in together and we get along.*' Again, this change could be related to children knowing one another better. However, as their teacher, I would suggest it was also partly due to the pastoral systems I put in place in the classroom. Daisy also described the change in her peers' behaviour over the year, with children actively supporting one another: '*In the end everyone was knowing each other so we were looking out*

for each other.' 'Everyone encouraged each other to do something new.' This is also supported by the class' significant progress for 'Give Yourself' in the results from the SEI-YV questionnaire.

Empathy:

One of the children interviewed, Ella, commented on the positive change in the way her classmates interacted with one another as Year 5 progressed: '*People start caring for each other quite a lot since the start… like helping them, respecting them like if they are left out. They just play with each other.' 'I think the personalities of people stayed the same but then kind of levelled it up a bit to make yourself a bit more respectful and caring.' 'So, people started caring about and feeling how much...how you would feel if that happened to you.'* This reinforces the remarks showing the children's action response to empathy. Another point of interest is that Ella used the word '*people*'. This suggests she viewed caring behaviour as a widespread occurrence in the class, rather than something isolated to one or two people. Ella experienced something of an upset in an established friendship during Year 5, so she was in a good position to make a judgement on the level of care children show one another.

Pastoral systems:

Finn stated that: '*After around of two weeks of doing Circle Time, people in our class trusted everyone because whatever they say would stay in our class.*' It is of note that Finn connected that particular pastoral system with the positive impact on peer relationships. It seems safe to infer from this that Finn valued Circle Time. This could be due to the fact that I visibly valued pastoral systems in my classroom, ensuring they were completed regularly and with children's full attention. This leads me to the next noteworthy point: I know, as the class teacher, that it was not solely the completion of Circle Time that built trust in the class. Instead, it became increasingly clear that a number of factors were at play in influencing the classroom climate.

Consequential thinking:

Finn commented that: '*Some people at the start of Year 5, they didn't think about what could happen to them and how they would feel if they said something about them…At the end of the year everyone thought before what they said.*' This shows an improvement over time for consequential thinking—one of the competencies included in the intervention. It is interesting that Finn's perception was that everyone's consequential thinking had improved over the

year, rather than just that of a few people. This would suggest that the improvement in the class was widespread.

Friendships:

The children's discussion on the subject of friendships referred to making an effort to become friends with people, reinforcing the comments that I coded as reflecting their perception of self. This also links to the EQ competency of optimism from the Six Seconds model, recognising that you can make an effort to change a situation. In the following quotes, the children's word choices (underlined) are interesting, as they reflect the notion of effort being required:

'*Some people were really shy at the start of the year but then after we did like <u>work</u> about talking to each other (Circle Time), people started talking as well.*' Ella
'*Now I've been <u>working</u> with like a variety of people so not with only just the same people… So, I <u>try</u> to like spend time with some people…*' Daisy

'*Definitely at the end I was <u>playing</u> with lots of other people than like us back then the start of the year. Because I've been <u>making</u> lots of other new friends and they are really nice. So, I felt like I'm <u>caring</u> for them and they care about me*.' Ella

The children seemed to show a sound understanding of friendship, particularly noticing that mutually caring for one another, effort and thought are parts of friendship. This is reflected in the significant progress for the class on the 'Give Yourself' scale of the SEI-YV questionnaire. Given the high levels of mobility for TCKs, the ability to make new friends, and a number of friends, is a valuable skill.

Optimism:

Finn remarked on a friend of his in the class who had tried out for a team for an international competition, which carried a lot of status among the children and the parents: '*He didn't make it but he tried out for the athletics team and then he got into that. So, I think he just carried on even though the big one wasn't...well, his first choice.*' This shows that the child in question adopted an optimistic approach, and also that Finn understood the competency of optimism as defined by my intervention. Finn's understanding of optimism was underlined by him further commenting that: '*Maybe if you went for (a certain role in school) and you did not get it, maybe you can just go for it in the next term and just keep on believing in yourself.*' He

demonstrated an optimistic explanatory style as introduced by Seligman (2006), which forms the basis for the Six Seconds competency of optimism. Finn recognised that his peers had experienced an adverse event, but that this was isolated and could be overcome with effort.

5.4.5 Summary of pupil interview

With regard to their perception of self, the pupils' comments indicate improvements in comfort levels with emotional literacy over the year. The children described their increased action response to empathy as the year progressed and their deliberate actions to include others and widen their social circles.

The pupils' comments coded as 'perception of, and relationships with, peers' included the positive change in the classroom climate that occurred over the course of the year as children got to know one another well and encouraged one another. This links to the class' significant progress with 'Give Yourself' in the results from the SEI-YV questionnaire. Ella discussed the increase in empathy in the classroom with particular reference to peer relationships. Finn identified the positive impact of pastoral systems such as Circle Time for increasing trust, and indicated an improvement of consequential thinking by the end of the year. Ella and Daisy described their efforts in making friends, which links to the EQ competency of optimism from the Six Seconds model, where it is possible to change a situation with effort. Additionally, Finn demonstrated a sound understanding of optimism as defined by the Six Seconds model.

5.5 Teacher interviews

The teachers who participated in the interviews are outlined in Table 17. Their names have been changed for the purpose of confidentiality. To analyse the data from the teacher interviews, I used the same coding process as I did for the pupil interview: structural coding, then assigning codes for EQ competencies to the chunks of text, then 'themeing' the data (Saldaña, 2009). Again, to ensure inter-rater reliability, I enlisted the assistance of the same colleague. I explained the coding procedure I had employed, then she read the whole coded teacher interview transcript according to the same criteria. As she agreed with my organisation of the teachers' comments, I was confident that my coding was reliable. The coded transcripts for the teacher interviews can be found in Appendix R. The data is presented with reference to each of the research sub-questions. The themes are presented in a table, with further elaboration and evidence from the interviews in the paragraphs that follow. There were a number of contradictions between the pupil and teacher interviews, which are

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identified and discussed where relevant. In addition, several themes emerged from the teacher interviews that did not fit my research questions, but are of interest to me as a practitioner in education and could form the basis for further research. These are elaborated upon at the end of the section.

Code Name	Role in school	Reason they were chosen
Mrs Atkins	Supply teacher (ST-1)	Mrs Atkins taught in the class on days when I was on release for my curriculum or management responsibilities as head of PSHCE. See Appendix S for more details.
Mrs Carter	Assistant Head Teacher (AH)	Mrs Carter was in charge of pastoral care at School X. She was familiar with children who may be of concern and had a good overview of all the classes in school.
Mrs Davis	Supply teacher (ST-2)	Mrs Davis taught in the class on days when I was on release for my curriculum or management responsibilities as head of PSHCE. See Appendix S for more details.

Table 17 Teacher interviewees in School X

5.5.1 Teacher Interviews: Perception of self

Theme	Summary of responses
Emotional literacy	The class made progress
Consequential thinking	Improved over the year
Optimism	Was already good in the class; some progress

Table 18 Themes from the teacher interviews coded as 'perception of self'

Emotional literacy:

Mrs Carter (AH) remarked that children's emotional vocabulary developed well during the school year in the class, suggesting this might be partially due to children's progress in English: '*Vocabulary the children used to express emotion improved and developed. And I think that was probably partly linked to their own literacy development...*'

Most comments indicate the class made good progress in terms of emotional literacy. Mrs Davis (ST-2) commented that: '*I think they (the children) had a good emotional vocabulary.*' And when it came to emotional literacy: '*(The class) was very aware, very competent.*'

Mrs Atkins (ST-1) stated that the children were noticeably better with multiple and conflicting emotions by the end of the year: '*Enhancing emotional literacy for your class, I would have said that at the start they were probably… they could express emotions, but expressing and interpreting multiple and conflicting emotions—they were not as good at that as by the end of the year.*'

'*... It is not that they (the children) can't express stuff, they could but... it was quite simplistic, their ability to do that, as compared to the end of the year.*'

'*...(The class was) good at… recognising and expressing emotions but this area—the multiple and conflicting emotions—is more complex and that is where … (your class)… make (progress) even from the starting point.*'

Mrs Carter (AH) further corroborated the comments from other teachers regarding the class' progress in emotional literacy over the year: '*(The class) became increasingly able to explain their feelings and thoughts eloquently, and use the words that we as adults would attach and distinguish with being emotional literacy.*'

Consequential thinking:
Mrs Atkins' (ST-1) observations suggest an improvement throughout Year 5 for consequential thinking:
'*... Improved… obviously you would hope that over the year.*'

'*Definitely with your class if I was to pick out individuals the likes of (names two girls)… They were quite poor at that at the beginning but by the end they were so, so much better. They realised that what they did had a knock-on effect … whereas at the beginning, there was a lot of...I'm going to just say this or do this …*'

Optimism:

Mrs Atkins (ST-1) did not think there was an issue with optimism in the class: *'I felt that with your class they were probably already able to do that quite easily at this. Well, more easily at the start and obviously there was… progress there.'*

5.5.2 Teacher Interviews: Perception of, and relationships with, peers

Theme	Summary of Responses
Empathy	Action response clear
Optimism	Definite increase in optimism
Cohesion	The children are a cohesive group
Kindness and Respect	Children are kind and respectful as a class independent of adults

Table 19 Themes from the teacher interviews coded as 'perception of, and relationships with, peers'

Empathy

Mrs Atkins (ST-1) remarked that the class showed very good progress with regard to empathy: '*Your class I think showed really good progress in… empathy to other people's feelings.*' This is supported by the results from the SEI-YV questionnaire. The class showed significant progress for 'Give Yourself'.

Participating in this research led Mrs Carter (AH) to consider the concept of empathy per se: *'I think the tasks made me think about what that actually means. It's (empathy) not just being able to verbalise. It's actually showing and thinking on a deeper level…'* With regard to children's progress in empathy, Mrs Carter's (AH) observations supported those from Mrs Atkins (ST-1): *'I saw… a development (in the ability to recognise emotions in others) in the class.'* Again, this is supported by the results from the SEI-YV questionnaire. The class showed significant progress for 'Give Yourself'.

Furthermore, Mrs Carter (AH) remarked on the disparity between children's feelings of empathy and their action response: '*Potentially a gap between expression and vocabulary, and understanding an actual feeling and reality, and action, that the gap between the two, still seems quite wide, so often the children knew exactly what to say and how to say it, and*

what the next step should be. But whether that's translating into their life and their group work and their relationships would be hard to tell yet, but there was some doubt about that.' Reflecting on children's empathy, she commented that: '*Empathy … stood out as being maybe our (School X's) vulnerable area,*' and: '*That (lack of action response) raised bigger questions about the children and the sort of work we do, and how we can bring that out more.*' Her comments indicated she was keen to know how School X might better support the development of children's empathy.

Further support on development of empathy came from Mrs Davis (ST-2), who felt that the class: '*… were very positive in terms of empathy.*'

The teachers' comments also underlined the themes from the pupil interviews. The pupils referred to the increase in their action response to empathy over the year.

Optimism:

Mrs Davis (ST-2) commented on a change in optimism over time for the class: '*Towards the end of the year there was I saw a definite increase in optimism there.*' She described the group as a '*very positive, risk-taking class.*'

Cohesion:

A theme of cohesion in the class, linking to pupils' comments reflecting the positive atmosphere, was apparent in several teachers' statements:

Mrs Atkins (ST-1): '*(The class) always felt… cohesive as a class group.*'

Mrs Davis (ST-2): '*They were very good at being integrated and I would say quite good at not talking over each other.*'

Kindness and Respect

Mrs Davis (ST-2) pointed to an increase in children's respect toward their peers over the year: '*They would respect each other… that's a change from the start of the year. Very much towards the end of year they were very mature in terms of letting other people talk.*'

Mrs Davis' (ST-2) comments also indicated respect was internalised by children in the class and continued to be demonstrated independently of adults: '*You did sometimes catch people in your class who would say kind things to others in the class unprompted.*' And: '*You got the feeling that… it was all so second nature to them, that it carried on even when you (class teacher) were not there to set the tone.*'

Furthermore, the respect and kindness shown by children in the class was inclusive, even when it was tested by certain children: '*She was quite a strong character and could have had the capacity to be quite irritating but the class I think, accommodated her well and were kind to her, which was good.*'

Mrs Davis (ST-2) reiterated several times just how positive and respectful the atmosphere was in the class:
'*It did really come across that they were a class with respect for each other.*'
'*It was a very, very positive feeling in there.*'
'*It just was a very positive class and lovely feeling being in there.*'

It was interesting to note Mrs Davis' (ST-2) facial expression when she discussed the class: she was smiling and laughing during the interview. These remarks from Mrs Davis (ST-2) reinforce the interview comments from the pupils regarding the positive atmosphere in the classroom and the effort children made to create and sustain friendships.

5.5.3 Emerging themes
<u>Teachers' lack of familiarity with the EQ competencies</u>
It became apparent that evaluating children's progress against these EQ competency descriptors was quite an unfamiliar process for one of the teachers interviewed.

Mrs Davis (ST-2): '*Consequential thinking… I think that is something which is quite difficult for me to… I was not as skilled in seeing that process happen… I think I will find that quite hard to talk about.*'

I would imagine that, had I asked Mrs Davis, or indeed any other teacher at School X, about the levels of a particular literacy skill, she would have found it much easier to comment, as she is more accustomed to evaluations of this nature. This raises the question of whether

familiarisation with concepts of social and emotional learning should be more prominent in Initial Teacher Training courses and in training for qualified teachers.

To take this one step further, if a child seems to be making no progress in English or maths over the course of a year, any number of supportive interventions are put in place. As teachers, we are trained to recognise when children are experiencing issues with academic subjects and to address these in a certain way. It strikes me that similar training may need to be put in place for social and emotional skills. Currently, it seems fair to suggest that children who are struggling to progress in terms of their social and emotional skills would receive very different levels of support depending on their teacher.

Value of pastoral systems

Mrs Davis (ST-2) referred a lot to 'Special Person', which was a system in place in my classroom designed to celebrate children and build their self-esteem. Each day, a Special Person was randomly selected. That child would then nominate several peers, who would help to complete a certificate by saying: 'You are special because…' It is interesting that Mrs Davis (ST-2) commented on the way children valued Special Person as a pastoral system. This observation links to the pupil interviews, where Finn commented on the positive impact of Circle Time.

'Really they thought it was very important to make sure that they did Special Person at the start of the day and really looked forward to that and the person got such a buzz out of it.'

'… whenever I covered your class, I was amazed by how they would have to do Special Person. They loved doing Special Person, I had very little to do with it and then the girls knew where to find the files. They knew where everybody had to be sitting and knew how it ran. And even though it was something which happened every day, the… Special Person was just so proud of themselves and it was lovely to hear the comments that were made and I think things like that that they did showed, emotional literacy certainly. (At the start of the year) they wouldn't really be quite sure how to say what they thought the person was good at, and then going in at the end of the year. There is a big difference in terms of the quality of the comments.'

5.5.4 Summary of teacher interviews

The teachers' comments coded as 'perception of self' indicate the class made good progress with emotional literacy. The teachers interviewed felt consequential thinking improved in the class.

With themes coded as 'perception of, and relationship with, peers' the teachers commented that action responses to empathy were clear in the class. This was in line with the comments from the pupil interview. With regard to optimism, Mrs Davis described an improvement for the class and the teachers interviewed described the class as cohesive and inclusive. This links to the SDQ scores on the Peer Relations subscale: the class' score increased over the year. Similarly, another point from the teacher interviews was that kindness and respect in the class existed independently of teachers.

5.6 Supported reading comprehension

Saldaña (2009, p.58) states that magnitude coding is 'appropriate for qualitative studies in social science disciplines that also support quantitative measures as evidence of outcomes'. I therefore deemed it to be an appropriate coding choice for this data. Magnitude coding is described as totalling frequencies, intensities and evaluative content, and magnitude codes can be '…qualitative, quantitative and / or nominal indicators to enhance description' (Saldaña, 2009, p.58). For the purposes of data analysis, I focused on each of the four EQ intervention competencies then linked these to the research sub-questions as appropriate. To ensure my coding was as objective and reliable as possible, I enlisted the help of the same colleague. On this occasion, she identified three words that she felt should be removed from the emotion words column and transferred to the thoughts, feelings and physical actions column. After discussion, I agreed that this was correct and updated the results accordingly. For the rest of the transcript, she used her judgement to decide whether children had correctly used the competencies of emotional intelligence as outlined by the Six Seconds model in their answers. She agreed with my coding, reassuring me of its reliability. A sample analysis of the children's answers can be found in Appendix T.

5.6.1 Emotional Literacy

From the responses given, I separated the words describing emotions from the vocabulary that more appropriately describes thoughts, actions or physical feelings. To calculate the percentage of words used from the EQ intervention, originally from Plutchik's (2001)

spectrum of emotion words, I included only the emotion words in my analysis, omitting words or phrases referring to thoughts, actions or physical feelings.

There was a notable difference between the pre- and post-intervention results in terms of the EQ intervention vocabulary the pupils used to answer questions as seen in Table 20. The percentage of EQ intervention words used by children post-intervention was 54%. This was an increase of 38 percentage points from their pre-intervention score of 16% and demonstrated an increase of 338%. This indicates that the EQ intervention positively impacted upon children's emotional vocabulary. Moreover, it would seem safe to suggest that children are not routinely exposed to this vocabulary, lending further support to the evidence that children used this vocabulary because they had been exposed to it solely through the intervention.

Data collected	Words used from the EQ intervention
Pre-intervention	16%
Post-intervention	54%

Table 20 Percentage of EQ intervention vocabulary used

Furthermore, the children also used the EQ intervention vocabulary correctly in response to each question. This strongly suggests the children understood the vocabulary and how to use it, and were not simply regurgitating it. Finally, the results also demonstrate that the children retained the EQ intervention vocabulary. They undertook the emotional literacy activities between February and June 2011, and completed the post-intervention supported reading comprehension in June. This further reinforces comments from the teacher interviews: the teachers felt the class made good progress in terms of emotional literacy.

During my analysis, it became clear that during the pre-intervention data collection, children had more often used words or phrases to describe thoughts, actions, or physical feelings (e.g. thirsty) than to describe emotions. To calculate the percentage of such words or phrases used, I combined the number of emotion words with the total number of words or phrases referring to thoughts, actions or physical feelings. The results are presented in Table 21.

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The pre-intervention percentage for the class showing the use of language describing thoughts, actions or physical feelings rather than emotions was 21%, which decreased by 17% to 4% in the post-intervention supported reading comprehension. This decrease indicates that by the end of the intervention the children were clearer on the definition of an emotion, and used emotion words appropriately rather than drawing upon their vocabulary for thoughts, actions or physical feelings.

Data collected	Words or phrases describing thoughts, actions or physical feelings
Pre-intervention	21%
Post-intervention	4%

Table 21 Percentage of words or phrases that were thoughts, feelings or actions

It would seem that using the EQ intervention words also provided the class with a more nuanced vocabulary to describe specific emotions with more accuracy. When coding the emotion words, it was found that some children had added qualifiers such as 'really, 'a bit' and 'very' before the emotion word. Pre-intervention, 3% of the class' emotion words included these qualifiers. Post-intervention, only 0.5% of the class included qualified emotion words. This shows the children developed the vocabulary to give a fuller description of the emotion.

Improving and refining a more nuanced emotional vocabulary potentially impacts both research sub-questions. The ability to name and interpret feelings could positively impact upon children's perception of self. Their perception of, and relationships with, peers could also benefit, as individuals would be more able to explain their feelings and name the emotions that they observe. At the very least, I feel this forms a good foundation to further develop the competency of emotional literacy. Without the basic vocabulary, it is difficult for children to develop this competency. It is akin to expecting children to make progress in a certain genre of writing without equipping them with the tools to do so.

5.6.2 Consequential Thinking

I used magnitude coding (Saldaña, 2009) to evaluate whether children had recorded a correct or an incorrect response regarding the costs and benefits of characters' decisions and actions in the story. The percentages are presented in Table 22.

Data collected	Correct	Incorrect
Pre-intervention	72%	28%
Post-intervention	82%	18%

Table 22 Percentage of correctly identified costs and benefits

Although the differences were small, the data suggests the EQ intervention had a beneficial impact for the class in terms of correctly recognising costs and benefits. On the post-intervention task, the percentage of children's correct answers increased by 10 percentage points to 82%.

The ability to evaluate costs and benefits when making a decision could influence children's perception of self. It would develop children's explanatory style in their self-talk and assist them in articulating their reasoning behind making a decision. One would hope this would help children develop a less impulsive approach to decision-making.

5.6.3 Empathy

The supported reading comprehension used questions about emotional literacy to assess children's empathy with regard to understanding how someone else would feel in a certain situation. The vast majority of the emotion words given were accurate in terms of describing a certain character's emotions at a given point in the story. This links most to the sub-question 'perception of, and relationship with, peers'.

5.6.4 Optimism

When it came to questions focusing on optimism, few children wrote enough in their answers to establish if they had a clear understanding of optimism as defined by the Six Seconds model. Therefore, I felt my interpretations of their intended meaning had the potential to be

biased, and it would not be an accurate reflection of the children's understanding. For this reason, I decided not to include the questions based on optimism in my results.

5.6.5 Summary of supported reading comprehension

The post-intervention task showed a huge increase in the percentage of emotion words used by the class from the emotion vocabulary included in the intervention activities. This indicates that the children retained and applied that vocabulary in the correct context. In addition, there was a reduction in words used to describe thoughts, actions or physical feelings rather than emotions in the post-intervention task. The results also indicate that the intervention had a beneficial impact for the class in terms of correctly recognising costs and benefits, although the differences were small.

5.7 Drama activities and observations

The head of school (HOS) and assistant head (AH) completed pre- and post-intervention observation schedules for the class. I started analysing these observation schedules by using initial coding, described by Saldaña (2009) as an 'open-ended approach to coding the data' (p.78). Saldaña (2009) draws similarities between this and Corbin and Strauss' (2008) description of analysing data for process at a formal theory level, where qualitative data is broken down into discrete parts and compared for similarities and differences. This allowed me to investigate similarities and differences between the observation schedules and the other data collected. Additionally, I coded similarities and differences within the observation schedules themselves. Saldaña (2009) points out that initial coding could also use other coding methods. In light of this, and in line with the interviews, I themed the data once the initial coding was completed. Links to each of the research sub-questions are made clear in the following paragraphs.

5.7.1 Pre-intervention Themes

Emotional Literacy

The comments focusing on emotional literacy linked to the 'perception of self' sub-question, as the children were recognising and naming their own emotions. One similarity with the supported reading comprehension was children's use of language indicating actions, thoughts or physical feelings rather than emotion words. The AH recognised this: '*Challenging for children to focus on how they were feeling—tended to say what was happening to them rather than feelings.*' Examples included children saying they felt '*focused on pain*' and '*lost*'.

As with the supported reading comprehension, there was evidence in the observation notes that the children lacked the vocabulary to describe range and nuance of emotion. The AH surmised that the class used *'lots of repetitive phrases'*. However, the AH thought the class' use of *'feeling words'* was at a *'higher level (than other classes).'* This evaluation was in line with Mrs Atkins' (ST-1) interview comments: she deemed the class to be reasonably able in terms of emotional literacy at the start of the year. Although the HOS commented that some children were *'particularly thoughtful in what they said,'* there were no high outliers in the class on this competency from the SEI-YV.

Cohesion

There were notes in both observation schedules regarding the level of cohesion within the class, which linked to the 'perception of, and relationship with, peers' sub-question. According to both observers, the group dynamics in the class was cohesive, something that was also evident in the teacher interviews. The HOS commented that: *'All groups co-operated and discussed thoughtfully—listening evident despite different views and opinions.'* Similarly, the AH observed that the *'class were aware of not leaving others out / easily got into pairs'* and they were *'accepting of others' comments and (showed) supportive group work'.*

It is important to acknowledge that, as these observations were recorded pre-intervention, perhaps the level of cohesion in the class was related to my emphasis as a teacher on children behaving in a respectful and co-operative manner toward one another when working in groups.

Optimism

Children's discussion about optimism focused mostly on the sub-question 'perception of self', as this provided evidence of their explanatory style when they explained an adverse effect.

As with the pupil interviews where Finn referred to specific examples of his peers taking action to address an adverse effect, the AH noted that two groups (from a total of six) decided to wait for help: *'... but I have to still take action'.* The AH pointed to: *'General optimism in this group'* while recording a lack of recognition that some effort would be required. Although the AH felt the children were generally optimistic, the HOS' observation notes are not in agreement with this. The HOS observed: *'About 60:40 pessimistic versus optimistic*

responses'. This may be explained by the AH and HOS focusing on different groups of children or observing the same group at a different point in the conversation.

Empathy with others

The observations focusing on the theme of empathy provided evidence for the 'perception of, and relationship with, peers' sub-question. The HOS noted that: '*Expression and mirroring exercise allowed children to empathise with others. This was evident in the way in which the children reacted to each other—they mirrored well.*'

There was a difference between the observation schedules and other data collected in the observed action response to empathy shown by the class. The AH commented that: '*Individual poses (were) more common in tableau*' and there was: '*Not much evidence of considering group as a whole.*'

Consequential thinking

The observers' comments on consequential thinking link to the research sub-question 'perception of self', as children's comments pertained to their own thoughts on making a decision.

One observation theme emerged that was not evident elsewhere in the data, which was children using their real life knowledge to inform their decisions. This may have been because it was relevant for children to do so in this activity, whereas it may not have been so relevant in other tasks. Examples of this from the AH's observations were: '*Good questions— (children) trying to get all information'; 'Deeper thought—not allowed a machete!'; 'Use science knowledge—other methods of filtering water'; 'Used real-life knowledge—parents say "stay still so we can find you."*'' I would suggest this highlights the importance of giving children a range of real-life experiences in which to develop their skills of consequential thinking, both in and out of school. This would equip them with a broader knowledge base, upon which they could draw to make better decisions.

5.7.2 Post-intervention Themes

It is of note that the HOS commented that the '*children seemed less focused this time*'. He queried whether this could be related to the timing of the observation, as it was near the end of the academic year and late in the afternoon. In fact, the observation took place during the

last lesson of the day; it had rained all day and the children had been inside for their morning and lunch breaks. This undoubtedly impacted upon their levels of concentration during the observation.

Emotional Literacy

When interviewed, the AH stated that the children's emotional vocabulary improved over the year. The language she recorded did not tend to include intervention vocabulary but tended to be more basic or to encompass behaviours or thoughts rather than emotions. For example, 'achy' was included as a feeling word. The AH noted that the question *'What are you thinking?'* was *'mostly answered in questions "Will we survive?"'* by the children. This is different to data from the supported reading comprehension, which suggests the class' emotional literacy developed well. The AH's comment that the class: *'tend to choose one rather than deeper idea of conflicting emotion'* also conflicted with the evidence from the supported reading comprehension and from Mrs Atkins' (ST-1) interview comments. These indicated that the class made progress in describing mixed emotions. However, there is some similarity between the results from the supported reading comprehension and the AH's observations: her notes indicated that the children developed nuance of emotion words: *'Lots of homophones (synonyms)—scared, frightened, terrified, afraid.'*

The HOS commented that when the children were asked to articulate emotion: *'some (were) able… others (were) not… better second time around but a lot of "scared."'* This is at odds with the teacher interviews and the supported reading comprehension, both of which suggest emotional literacy was better in the class by the post-intervention stage. This could simply have been due to circumstances on the day: the observations took place last lesson when the children had been inside all day due to rainy weather.

Cohesion and Empathy

The pupil interviews indicated a noticeable action response to empathy in the class, but in their freeze frame, this seemed more limited: the AH noted that only *'two (children) helped or assisted others.'* This higher level of action response to empathy in the pupil interviews was also contradicted by the AH's observation that there was: *'not much awareness of others' emotional need.'* Furthermore, the AH pointed out that the children *'considered consequences for (them)self in (the) drama activity.'* The AH noted that: *'Children often sat themselves, unaware of others' comfort or ability to fit'* and *'Some groups sat so that it was hard to*

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discuss / share ideas.' This transpired despite the pupils' interview comments indicating people were '*more caring and respectful'* by the end of the year.

The observations of the levels of empathy displayed by the class in the drama task contradict the results from other data. By the post-intervention stage, it became clear from all the interviews and the significant difference in the 'Give Yourself' element of the SEI-YV that children showed an empathy action response. However, the class did not seem to show a great deal of empathy in the drama observations.

Consequential Thinking

The HOS observed that: *'Children in all groups (were) talking through the options and articulating pros and cons of different items.'* This showed the class made progress over time in this competency, as the children did not refer to pros or cons in the pre-intervention task. The class also demonstrated the same understanding of identifying costs and benefits in the post-intervention supported reading comprehension. Another similarity between the supported reading comprehension and the AH's observation notes was that an: *'immediate response (was) common—i.e. what is needed immediately rather than thinking long term / strategically.'*

Optimism

In keeping with other results, there did not seem to be evidence of optimism among the children as it is defined in the Six Seconds model. The AH commented: '*I found the children almost overtly optimistic in their rationale. There was always a feeling… that everything would be okay, and high levels of optimism.*' She also observed that: *'Quite a few children felt that the situation would change for the better with minimum effort.'*

There was a difference in the class according to the notes from each observer. The notes from the HOS indicate the class was less optimistic than they had been with the pre-intervention task, and also less optimistic than they had been rated according to the AH*: 'One out of six optimistic (about future).'*

5.7.3 Summary of drama activities and observations

The observations from the drama activities provide some fairly conflicting data, both in terms of observers disagreeing with one another and in terms of disparities between the findings and the other results.

At the pre-intervention stage, the observers noted that children lacked the vocabulary to describe range and nuance of emotion, and that they used language indicating actions, thoughts or physical feelings rather than emotion words. This was similar to the data from the reading comprehension answers. There were some contradictions between the AH and HOS, although the AH noted that the children demonstrated a higher use of emotion words, which is in line with the interview comments from Mrs Atkins (ST-1). Both observers agreed that the class was cohesive as a group and that the children displayed empathy when mirroring facial expressions.

During the post-intervention observations, the AH noted the class used nuance of emotion, which was congruent with the answers in the post-intervention supported reading comprehension. In terms of empathy, while the class showed an action response in other data, the children were not observed to display empathy in their drama activities. The HOS noted that the class discussed and articulated the pros and cons of possible decisions. This fits with the competency of consequential thinking from the Six Seconds model. In keeping with the results from other data, optimism as defined by Six Seconds was not evident in the class.

Chapter 6: Discussion

6.1 Overview of the chapter

This chapter begins with revisiting the original aims of my research and a reflection on the context of my research and the main findings. I return to my theoretical model, which was first introduced in Chapter 2: Literature Review, and evaluate each level against my research findings. I then examine the connections between each level of my theoretical model in terms of new insights and recommendations for future professional work with TCKs. This is followed by an exploration of the limitations of the study and the chapter concludes with my original contributions to knowledge.

6.2 Aims of my research

I set out to investigate the impact of my bespoke intervention which was based on four competencies of emotional intelligence from the Six Seconds EQ model. Because the intervention was bespoke and designed to be completed by children independently, it is an original empirical contribution to knowledge. My research focused upon TCKs in a British school in Asia and investigated how the intervention affected children's perception of self in addition to their perception of, and relationships with, peers. As the study progressed, it became apparent that this focus was too narrow in the context of my role as a teacher. As a result, my research focus widened to encompass my understanding of my innovative pedagogy. This is best described as an underlying emphasis on social and emotional factors, which permeate everything I do as a teacher and includes, but is not limited to, the formal EQ intervention. It is evident when supporting the children in my class with their peer relationships, their self-esteem and confidence, and attitude with regard to learning.

6.3 Individual Context of my Research

As a teacher, and as a person, I have always been interested in the impact of social and emotional factors upon the individual. These factors include self-esteem, social and emotional skills, and particularly emotional intelligence. Without doubt, this interest influenced my choice to become a teacher and my professional development within my career, including my journey to becoming head of PSHCE at School X. It also impacted on my choice to investigate an EQ intervention for this thesis. I am aware that I think emotional intelligence, both in terms of the Six Seconds EQ model and more generally, is extremely important to children and teachers alike. Throughout the research process, including the data collection and

analysis of my results, I have taken pains to keep this potential bias at the forefront of my mind to ensure my thesis is as objective as possible.

6.4 Reflection on the Main Findings

I collected data to evaluate the effects of the formal EQ intervention within the broader context of my pedagogical practice and the results indicated some positive impact for students. The EQ intervention focused on four competencies from the Six Seconds EQ model: Enhance Emotional Literacy, Apply Consequential Thinking, Exercise Optimism and Increase Empathy. I felt that, from the eight EQ competencies, these four were best suited for development through independent tasks. The impact on students was evident from several results across a range of data, suggesting a small but positive change in the class. On the SEI-YV questionnaire, the class showed a significant increase post-intervention for the pursuit Give Yourself and the EQ competency of Engage Intrinsic Motivation. Only using half of the competencies from the Six Seconds EQ model made it challenging to explain the class' post-intervention increase in Engage Intrinsic Motivation, as this competency was not included in my intervention. It could be that the EQ competencies, and emotional intelligence as a whole, are much more integrated than the Six Seconds model suggests. Furthermore, some of the increase may be partially explained by my wider pedagogical approach. There were no significant changes for the four Six Seconds EQ competencies that formed the basis of the intervention. However, the children's scores improved on measurements linked to relationships with others: Give Yourself, Pursue Noble Goals and Relationship Quality. As such, this would suggest that there had been a change in the class with regards to their actions toward, and relationships with, other people. This may have resulted from the intervention blending with my pedagogy. My pedagogical approach focuses on developing children's skills of co-operation and conflict resolution, alongside cultivating a classroom climate based upon empathy and respect.

The SDQ scores for the Peer relations and General-self scales were the most relevant to my research question on children's perception of, and relationships with, peers. The class' positive progress on these scales indicated students did not show the usual decline with age in self-concept (Marsh, 2006). Both the SDQ and the SEI-YV results lent more weight to changes in children's perception of, and relationships with, peers. This would be in keeping with my pedagogical approach, which focuses more on peer relationships than self.

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The participating children did not naturally have a wide vocabulary to describe range or nuance of emotions: I observed a tendency for them to use words describing thoughts, actions or physical feelings interchangeably with emotion words. However, the post-intervention supported reading comprehension data showed a huge increase (338%) in the percentage of emotion words used from my bespoke intervention activities. Additionally, the majority of children used these emotion words correctly in response to the questions focused on emotional literacy in the supported reading comprehension. The post-intervention results indicated that only 4% of the children's answers described thoughts, actions, or physical feelings. The intervention had a small beneficial impact for the class in terms of correctly recognising costs and benefits. During the post-intervention observations of the drama and problem-solving activities, the AH noted the class used nuance of emotion. The HOS noted that the class discussed and articulated the pros and cons of possible decisions. This fits with the competency of consequential thinking.

During the pupil interviews, the children's comments suggested improvements in their comfort level with emotional literacy over the year. The children described their increased action response to empathy as the year progressed and their deliberate actions to include others and widen their social circles, as well as increased peer empathy in the classroom. This was interesting, as the lack of an action response to empathy and peer exclusion were issues at School X at the time of this research and the lack of empathy in particular was the subject of many of my discussions in my role as head of PSHCE. The children also identified the positive impact of pastoral systems such as Circle Time for increasing trust and indicated that their level of consequential thinking improved by the end of the year. They described their efforts in making new friends, which linked to the EQ competency of optimism from Six Seconds and demonstrated a sound understanding of optimism as defined by Six Seconds. These findings, alongside the children's interview comments, further bolster my belief that there was greater improvement in students' peer relationships than in their perception of self.

The interviewed teachers' comments indicated that the class made progress with emotional literacy and that consequential thinking also improved. The teachers also commented that action responses to empathy were clear in the class. Mrs Davis (ST-2) described an improvement in optimism for the class. The teachers interviewed described the class as cohesive and inclusive, and kindness and respect were identified as existing in the absence of the class teacher. Again, the teachers' interview comments would suggest more of an

improvement in children's peer relationships than in perception of self. It is important to acknowledge the potential role of demand characteristics (McCambridge et al., 2012), with my colleagues perhaps wanting my intervention to succeed. However, I think this risk was reduced by the fact that the two teachers who commented upon the inclusivity and respect seen in the class were both supply teachers. As such, they saw me less frequently than did my full-time colleagues, therefore they were unlikely to be as invested in the outcome of my research. Also, their comments were supported by the findings of the SEI-YV. These indicated self-reported improvements for children.

While all these results indicate the EQ intervention had a positive impact on the class, it is not possible to isolate the intervention results from other factors. My pedagogy as a teacher focuses on creating a classroom culture of inclusion, kindness and respect, and building resilience. The intervention was only one contributing factor to this focus. During the research, it became clear that the context of the intervention was key, and this context included my daily interactions with the pupils and my emphasis on the value of other pastoral systems.

Children value pastoral systems that are valued by their teachers. This became clear from the children's interview comments, which made reference to systems such as Circle Time and Special Person.

The extent of teachers' knowledge and understanding of EQ competencies varied between individual teachers. During the interviews, a teacher commented that it was difficult to discuss some of the EQ competencies, as it was not an area they had previously considered when evaluating children's progress.

Maturation did play a role in children's improvement across the four EQ competencies used for the intervention. However, the EQ intervention set in the context of my overall approach as a teacher seemed to have a bigger impact on children's social and emotional development.

6.5 Evaluation of my theoretical model

To fully conceptualise my results, it was necessary for me to consider the results I obtained in the context of my own theoretical model (Figure 6). My model, which linked several apparently disparate fields and existing theoretical models from the literature, was initially

presented in my literature review. I discuss and evaluate each layer of the model in this section with regard to the results obtained in my research.
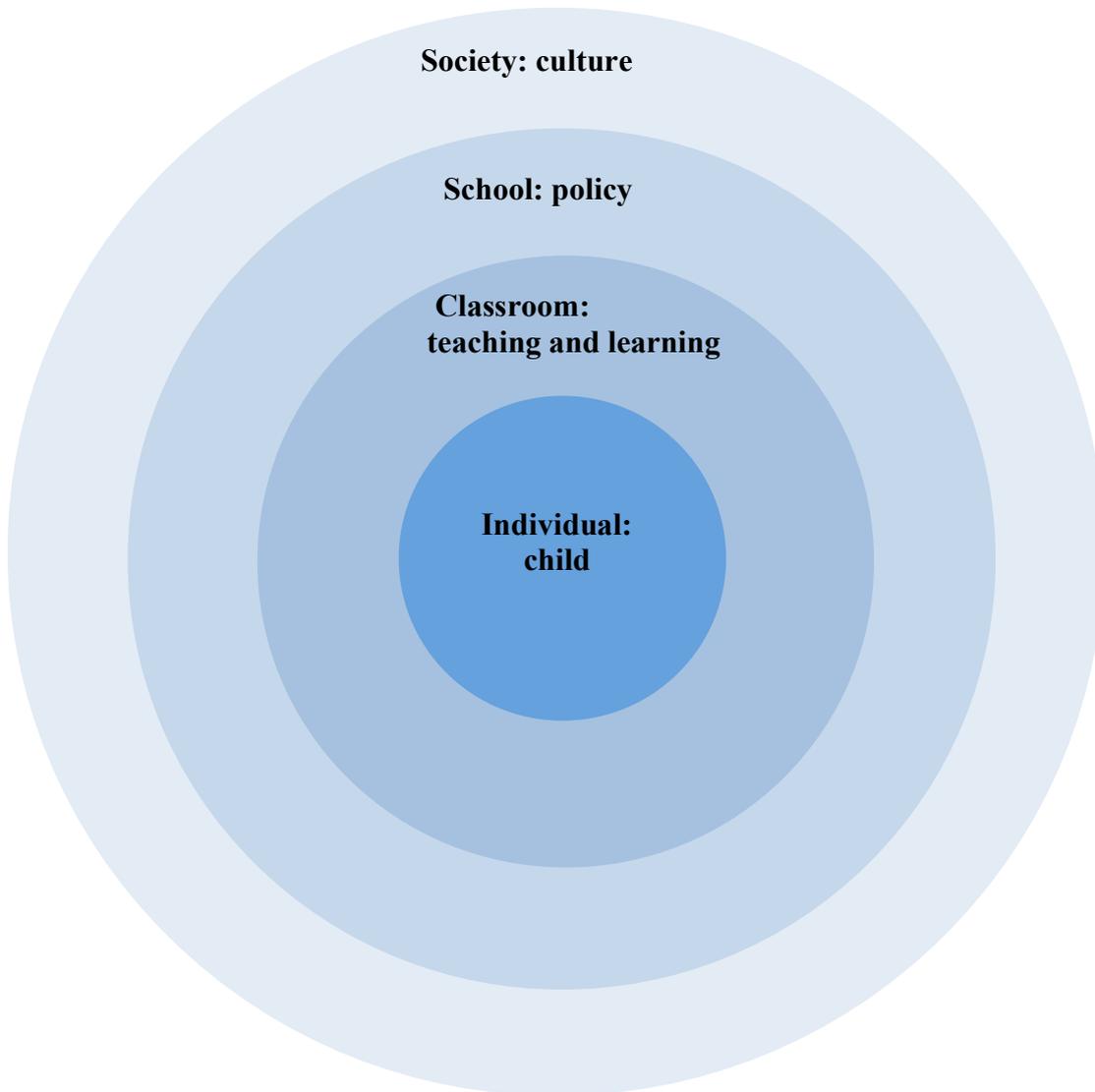
Figure 6 My theoretical model

6.5.1 Society: Culture

Society: culture

- Constructive marginals

- Display rules

- Effective cross-cultural communication

- Emotional misunderstanding from cultural differences

- Emotion and culture learning

- Stress of cross-cultural contact

- Cultural differences in recognising emotions

- International values

- Social context of learning EQ skills

- Empathy and culture
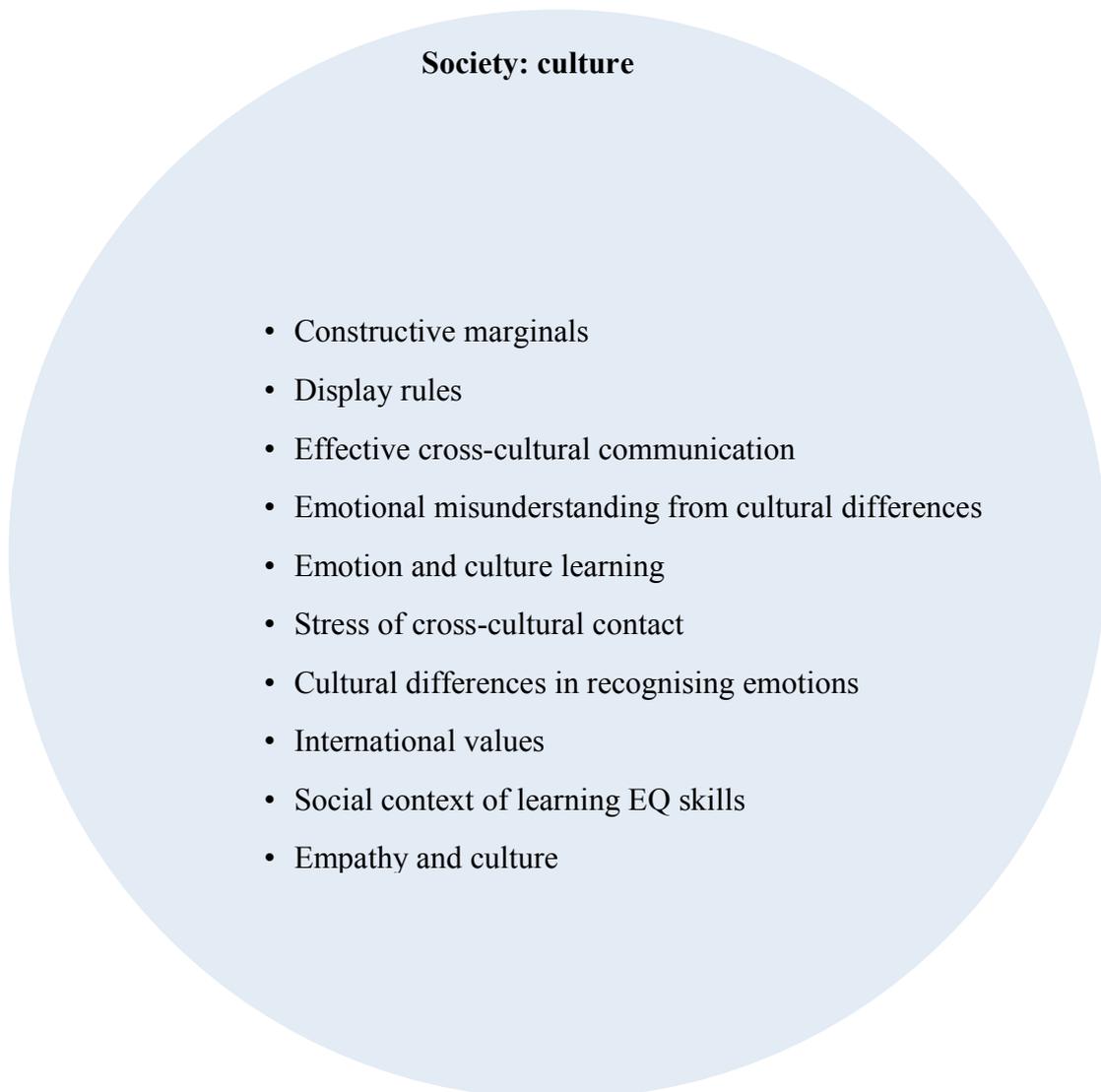
Figure 7 Society level of my theoretical model

My results suggest empathy and culture was most impacted by the EQ intervention. These two concepts link to Sherlock's (2002) international values of empathy, caring and tolerance. Both empathy and culture and international values are included in the society level of my theoretical model (Figure 7). The class' score for the pursuit of Give Yourself significantly improved between the pre- and post-intervention data collection. The competencies contributing to this pursuit are Increase Empathy and Pursue Noble Goals. There was a significant increase in the class mean on Pursue Noble Goals in the post-intervention data collection, which would have contributed to the significant increase for Give Yourself. It would also seem to make sense that individuals would require empathy to pursue noble goals,

as this focuses on other people. There was not a significant difference between the pre- and post-intervention score for Increase Empathy as a separate competency for the class. However, the comments about the class from the teacher and pupil interviews conceptualise empathy as a learned competency which improved over the academic year, though I recognise this may not have been at a statistically significant level. The teacher and pupil interviews indicated that the class was cohesive and inclusive, and that there was a clear action response to empathy from the pupils. They deliberately made an effort to include others. This increase over the year indicated that empathy was learned and improved upon during the pre- to post-intervention period for the class, underlining the conceptualisation of empathy as a teachable skill. Within this, I recognise that, just as with other areas, children would begin the academic year with a different baseline level of empathy. They would also progress at different rates throughout the year, so there would presumably be a limit to the expected development in terms of empathy over the course of one academic year. While there is a school culture in School X, it is important to recognise that the literature included in my theoretical model was also drawn from the wider cultural context of TCKs' country of residence and their parents' culture. The focus of this literature included display rules for emotion and the stress of cross-cultural contact.

6.5.2 School: Policy
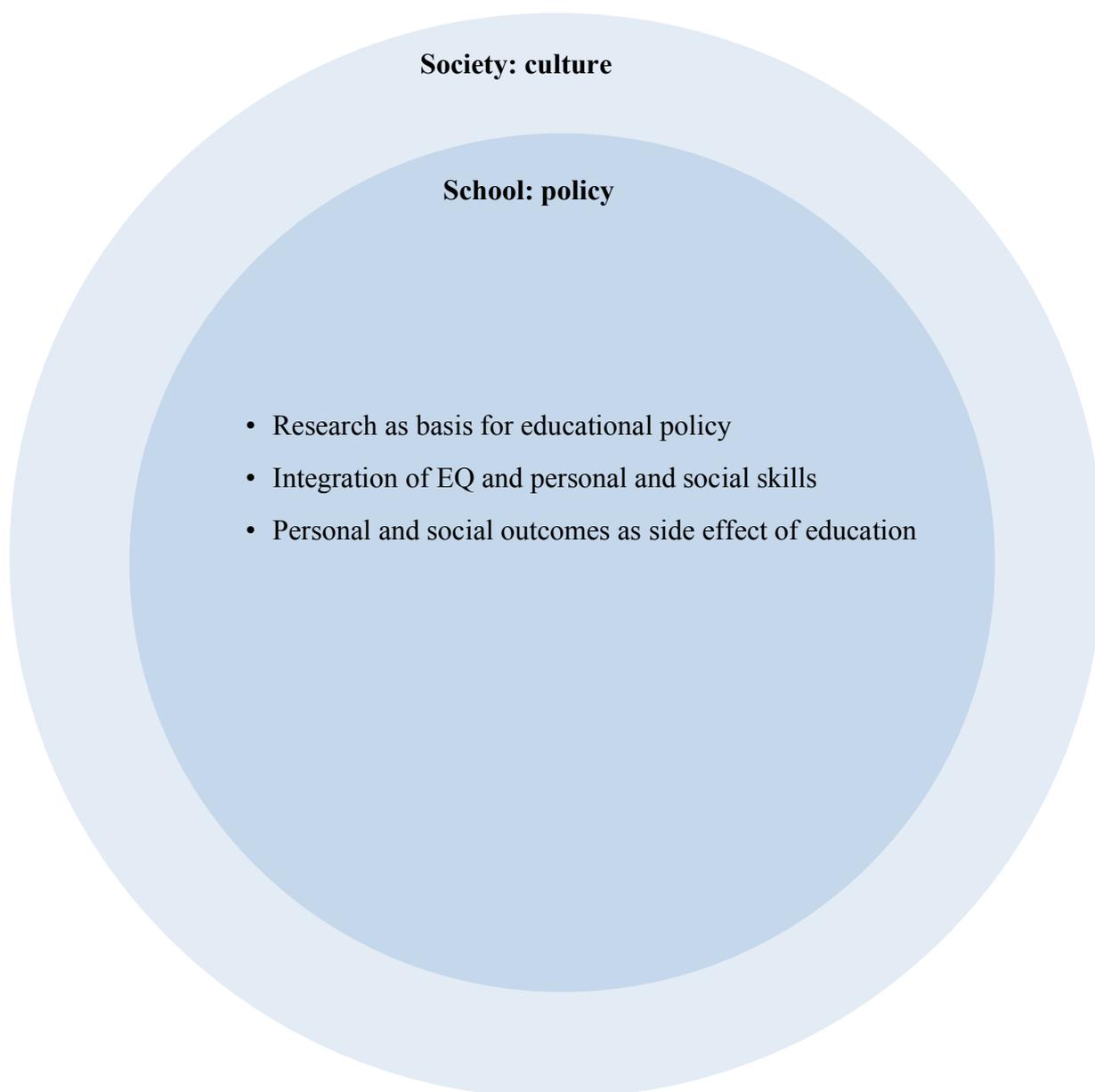
Figure 8 Model with the school level added

In their critique, Ecclestone and Hayes (2009) note that personal and social outcomes have always been produced as a side effect of academic activities in education. However, one of my teacher interviewees indicated that the EQ competencies upon which my intervention focused were not something they would normally evaluate or readily recognise. Certainly within School X, there seems to be a wide variation between individual teachers' focus on, awareness of and confidence with EQ competencies from the Six Seconds EQ model. As outlined in the introduction chapter, there has been a noticeable shift in the school culture towards an increased focus on the whole child and teachers' pastoral roles since my data

collection. When considering my theoretical model, I feel there is an opportunity for senior management at School X to further clarify the school's policy with particular regard to EQ and personal and social skills. More specifically, the management of School X could take account of my research and other existing literature to form the basis of their policy. They could also reflect upon the integration of EQ and personal and social skills, and consider how they might ensure consistency and clarity in this area for teachers and students. I believe this would make the personal and social outcomes for pupils at School X more intentional, rather than a side effect of education (Ecclestone and Hayes, 2009) as stated in my theoretical model. In my experience, teachers at School X are happy to address the social and emotional aspects of teaching, provided the expectations regarding this are clear and that they are supported with its implementation.

6.5.3 Classroom: Teaching and Learning

Society: culture

School: policy

**Classroom:
teaching and learning**

- SEL interventions
- Emotional competence
- Classroom climate
- Teacher's attitude
- Teacher modelling EQ
- Teacher's own emotional health
- Emotions as decision making
- Emotions as data
- Moods affect learning
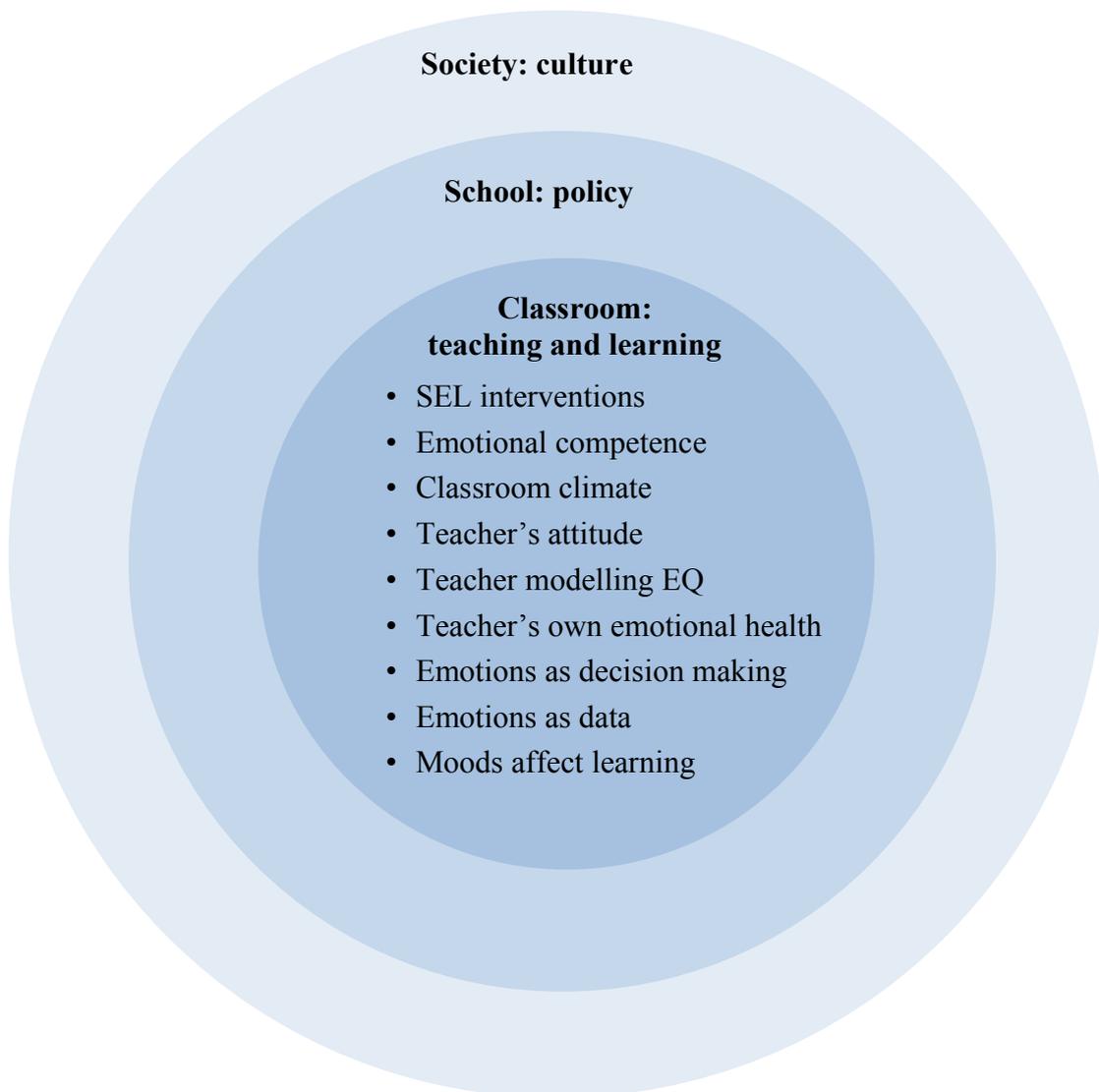
Figure 9 Model with the classroom level added

My results suggest pupils value the pastoral systems that are genuinely valued by their teacher, which supports the inclusion of the teacher's attitude and, to a certain extent, the teacher modelling EQ, in my theoretical model (see Figure 9). Therefore, teachers need to genuinely understand and be on board with any interventions or curricula a school may choose to use. I believe this was demonstrated in my research, as the changes noted within the class did not occur solely because of my EQ intervention. My pedagogy played a key role. It stands that developing children's social and emotional skills is not just about successful implementation of an SEL intervention or programme, though this has been shown to affect positive change (e.g. Humphrey et al., 2008). A more encompassing approach, encouraging

teachers to examine and evaluate their pedagogy, could be useful for teachers who feel that a particular SEL programme is ineffective, inappropriate or even damaging for the children in their class. Investigating a teacher's pedagogical approach—in terms of the social and emotional skills they employ for themselves as well as those they draw upon in their interactions with the children—might lead them to suggest a different programme, and one that better suits the needs of their class. Focusing a pedagogical approach on developing social and emotional skills across the curriculum could be a viable alternative to a set programme, which by its nature could be viewed as more limited. As with other curriculum subjects, it is important to reflect upon the social and emotional needs of the children in a class to ensure the teaching and learning is personalised. It could be that one class requires support to express emotions appropriately, while another needs help promoting more inclusive friendships. In this way, an 'off the peg' or 'one size fits all' approach is just as ill-fitting as it would be in academic subjects. Building upon these concepts, my results demonstrate the considerable impact of a class teacher. The pupils' interview comments identified Circle Time as a valuable pastoral system, increasing trust among peers. As a teacher, I value Circle Time and clearly communicate my views on this to my students.

My own results seem to indicate that the Six Seconds EQ competencies of emotional literacy and consequential thinking are skills that can be improved with input and practise. These findings link to the concept of emotional competence and also support the inclusion of SEL interventions in my theoretical model. For consequential thinking, the post-intervention supported reading comprehension indicated a small beneficial impact for the class in recognising costs and benefits. This was reinforced in the post-intervention observation of the drama and problem-solving activities, during which the children articulated pros and cons. The pupils interviewed felt that consequential thinking in the class had increased by the end of the year. In addition, my results reinforced the 'teachability' of emotional literacy. At the pre-intervention stage, the observation of the drama and problem-solving activities showed that the children lacked the vocabulary to describe nuance or a range of emotions. By the time the pupils were interviewed, their comments suggested an increase in their levels of comfort with emotional literacy. Furthermore, the teachers interviewed stated that the class made progress in emotional literacy. This finding was reinforced by the post-intervention supported reading comprehension results, where emotion words used by the class increased by 338%. In my opinion, this increase in emotional vocabulary would be the first step towards children internalising this language and beginning to use it in a wider context. This was already

starting to happen in my classroom: a number of the children looked at the emotion words on display to help with character descriptions in English.

6.5.4 Individual: Child

Society: culture

School: policy

Classroom:
teaching and learning

Individual:
Child
- Optimism
- Resilience to stress
- Positive explanatory style
- High mobility and transition
- Loss of control
- Guilt and grief
- Unresolved grief
- Empathy
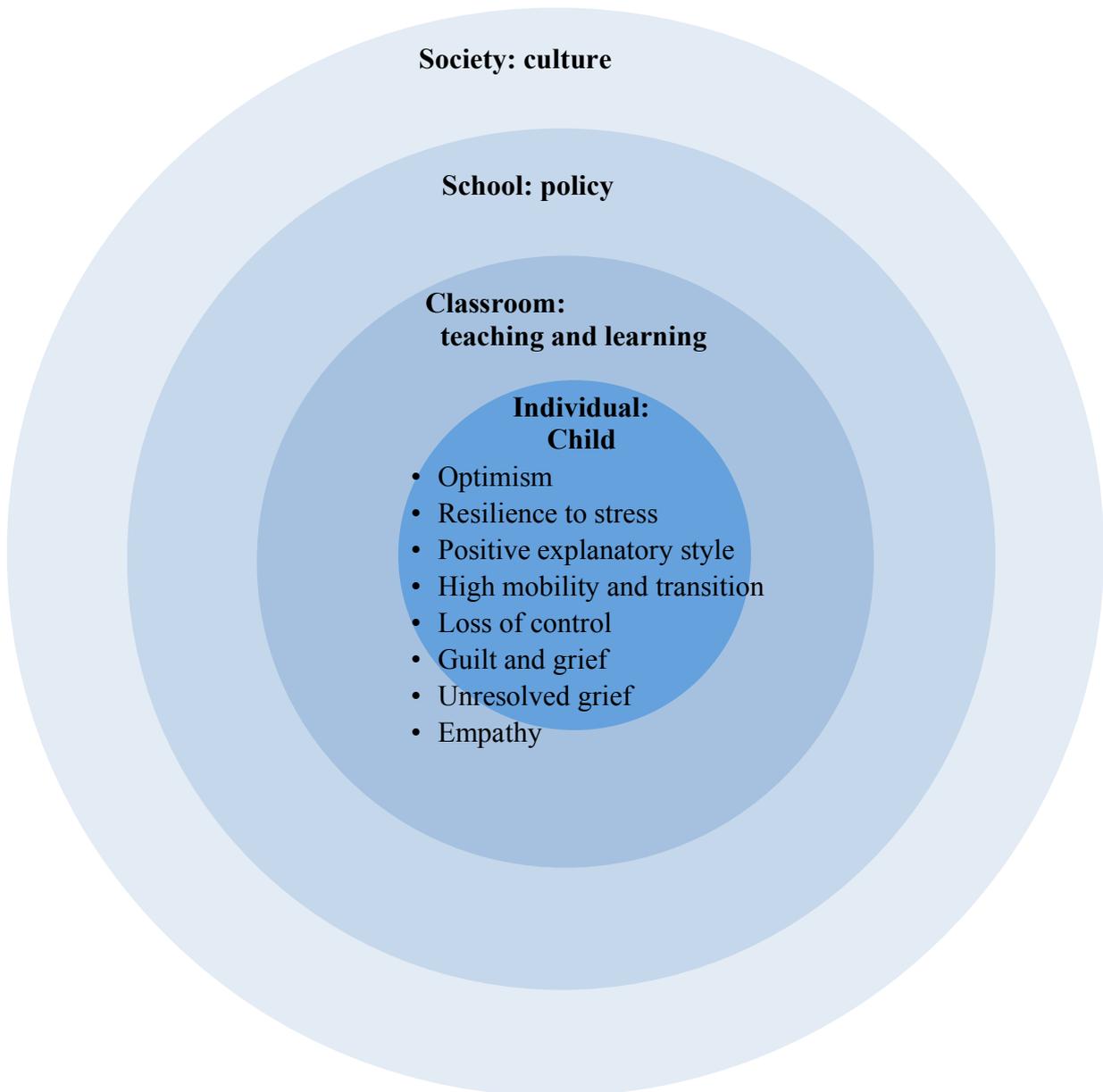
Figure 10 Complete theoretical model with the individual level added

The 'teachability' aspect of optimism was evident in the comments from the pupil interviews. The interviewees understood optimism as defined by Six Seconds and Seligman (1996), and discussed the efforts they had undertaken in order to make new friends.

With regard to the concepts of guilt, grief and unresolved grief in my theoretical model, my results demonstrated an improvement in emotional literacy in the class. Emotional literacy could aid children in articulating their feelings around the time of transition.

6.6 Connections between levels of my theoretical model

Throughout the research process and the data analysis, it became clear that each circle of the model does not operate in isolation, but instead is linked to other levels of the model. This section explores the connections between each level with reference to a linking theme. The connections themselves are used to illustrate how my research adds new insights to the current conceptualisations of EQ, TCKs and the implications of these insights in terms of future professional work for those teaching or researching TCKs.

6.6.1 Link theme: EQ and transition strategies for teachers to support TCK students

From the literature, it is clear that TCKs face an array of challenges, many of which can have far reaching consequences if left unaddressed, particularly around transitions (Pollock and Van Reken, 2009). Much of the literature to date has focused on these issues and the resulting problems. My research highlighted that teachers might discuss the issues faced by TCKs at an anecdotal level, but many teachers are not even aware of the specific issues encountered by their TCK students. This is certainly the case at School X and I suspect, from my conversations with colleagues around the region, may also be the case in other schools with TCK pupils. In terms of future practice for teachers, I suggest that a programme is put into place to inform and educate teachers in these issues so they might best support the children in their care.

As shown in Figure 11, the theme of 'EQ and transition strategies for teachers to support TCK students' links the 'school: policy' level to 'classroom: teaching and learning', as awareness for teachers should begin with an informed school policy to ensure a consistent approach throughout the school. Another arrow shows the connection between the 'classroom: teaching and learning' level and the 'individual: child' level, as raising teachers' awareness of TCK issues alongside EQ strategies they could employ to help support their pupils would positively impact the children in their care. This positive impact would include peer relations between children in the class.
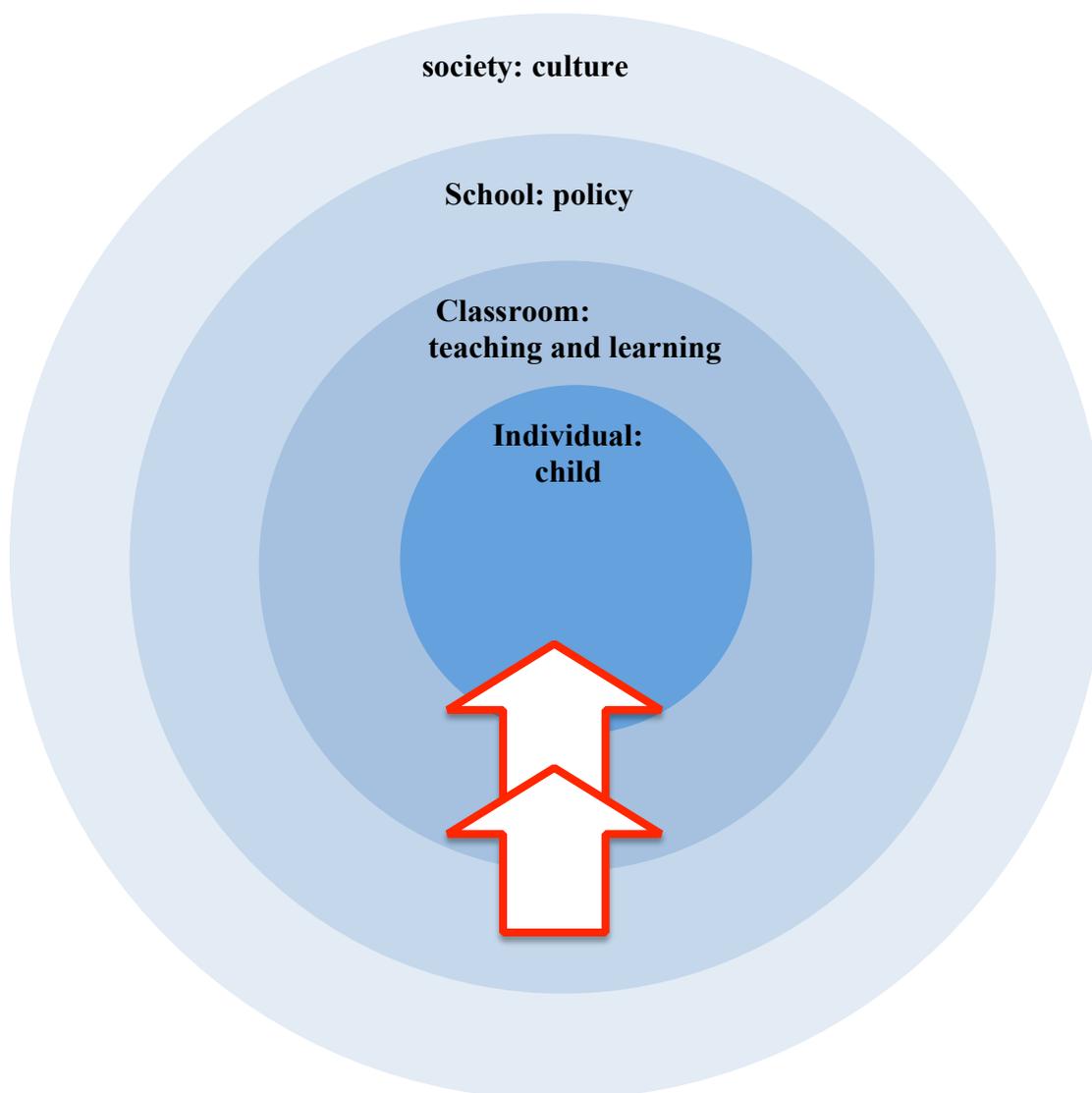
Figure 11 Link theme: transition awareness for teachers of TCKs

Based on an informed school policy, I suggest that School X develop a cohesive transition programme to provide specific, targeted support for teachers of TCKs. This would encompass children, families and teachers leaving the school, as well as those who are staying at the school but losing close friends. I would anticipate an EQ focus as well as a practical approach focused on leaving and strategies to ease the transition process for all parties involved. Saarni (2000) emphasises learning and development as key in gaining emotional competence. My results seem to support the 'teachability' of EQ skills. The children in my class demonstrated small but positive changes across a range of data after the EQ intervention. For example, the children interviewed described their efforts in making new friends, which linked to the EQ competency of optimism from Six Seconds and demonstrated a sound understanding of optimism as defined by Six Seconds. Mrs Davis, a teacher interviewee, also described an

improvement in optimism for the class. The teachability of these skills would feasibly extend to their development in the specific context of a transition programme.

The benefits of a transition programme would be increased awareness and sensitivity, particularly around key transition times such as the end of an academic year. Hopefully this would better equip the individuals involved to tackle the challenges of transition. Moreover, delivery of such a programme to members of staff would increase teachers' understanding of the challenges of transition for TCKs. As previously stated, Gillies (1998) advocates that teachers acknowledge the challenges and benefits of moving to a new location. However, teachers can only do so if they are aware of those challenges and benefits. This is particularly important for new staff and teachers with a monocultural background whose teaching experience has been exclusively in their home country, and who have no prior knowledge or understanding of the challenges presented by high mobility. Potentially, with a clearly articulated transition programme, teachers would be much quicker and more accurate in identifying children who are struggling with transition, as well as having appropriate strategies to hand to support those pupils. Teachers have a great deal of influence in terms of their classroom practice, which could be drawn upon to deliver an impactful transition programme. From my results, one teacher and the pupils interviewed indicated that children value pastoral systems which are valued by their teacher. My participants referred to Circle Time and Special Person, both pastoral systems which I clearly valued in my pedagogical approach. As a new teacher at School X, coming straight from the UK, I would have found a transition programme a great help in gaining a more comprehensive understanding of the TCKs in my care. Of course, teachers have been through the transition process themselves, so a transition programme would also be of benefit to them on a personal level.

The knowledge I gained about the EQ competencies of emotional literacy and navigating emotions, alongside the TCK literature on mobility, grief and culture, has already shaped my interactions with children. Pollock and Van Reken (2009) discuss the different types of grief experienced by children that arise as a result of high mobility. Their explanations validated my observations and were extremely helpful, as they afforded me a deeper understanding of the different causes of the grief. Now, in my interactions with children, I ensure that I acknowledge and discuss their feelings. This tends to happen when children are in the process of leaving, or have been notified that they will leave School X. I find it is also relevant at the end of the school year when there is a lot of transition out of the school community. Often, it

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seems to come as a relief for people to be able to talk about how they are feeling and sometimes they are even surprised when they realise why they feel that way. I have found that verbal acknowledgement of someone's grief is greatly appreciated.

I have also found David Pollock's stages of transition (Pollock and Van Reken, 2009) to be a helpful professional tool. The behaviour Pollock describes in his leaving stage is often evident between the child who is leaving and their friends. In my experience, it tends to become visible because children begin to argue more and are quicker to become upset or annoyed with one another. This is often a disproportionate reaction to the trigger issue, which at any other time of year would have been quickly resolved and forgotten. Knowledge of Pollock's transition stages has provided a helpful basis for dialogue with the children in my care. Again, simply acknowledging a situation and the emotions involved is sometimes all that is required to calm ruffled feelings and maintain friendships. The careful and active listening involved in acknowledgment has been extremely powerful and is potentially something in which all staff could engage. There have been occasions when I have quite clearly outlined the situation, highlighted how children may feel around the issues of leaving and reminded children of the difference it will make to everyone if they support one another through this time.

Pollock's stages of transition have also helped me gain a better understanding of children in my class who are new to School X. New children may be at different stages, depending on whether they have spent their whole life in England and only recently moved to Asia, or they have moved countries (and school, friends, home) every two years. Whatever their background, I find it is always helpful to be mindful of the likelihood that they will be grieving for their previous school and the friends they left. I have found that children don't necessarily verbalise their grieving independently, but they do recognise its bearing on their current feelings. In School X, we always match new pupils with several buddies in the class to help them to settle in. I always aim to include at least one relatively new child in this role, as they have experienced the transition process more recently than some of their peers.

Conducting my research, including reading literature about TCKs and EQ, equipped me with a great deal more insight and expertise regarding the challenges children face due to high mobility and how the competencies of EQ could help me to better support the children in my care, for example by acknowledging their feelings at transition times. As my research progressed, and since it has been completed, I found that using this expertise to change the

way in which I engage with children during times of transition has made a huge difference. I believe this expertise should inform school policy and training for teachers of TCKs, not only for School X but also for other schools around the world caring for TCKs.

6.6.2 Link theme: combining EQ and TCK awareness to support transition issues for parents

My research adds to the literature for TCKs and EQ by identifying the potential benefits of combining awareness on TCK challenges and complementary EQ strategies for a transition programme for parents. Specifically, there may be benefits of employing EQ skills to avoid unresolved grief, which is a major issue for TCKs and adult TCKs (Van Reken and Bethel, 2007; Gilbert and Gilbert, 2012). I would suggest that developing emotional literacy in children and parents could go some way toward furnishing TCKs with the required language to process these losses. Furthermore, the role of parents in recognising their children's losses during a transition could help to avoid the issue of invisible losses, namely a lack of awareness (Van Reken and Bethel, 2007; Gilbert and Gilbert, 2012). In transitions, a lack of permission to grieve may also result in unresolved grief (Van Reken and Bethel, 2007; Gilbert and Gilbert, 2012). By raising parents' awareness of this issue and equipping them with the EQ skills of emotional literacy and optimism, they would be better placed to acknowledge and validate children's feelings of grief. The next step in terms of professional work would be to raise consistently parents' awareness across the school. A parental transition programme might start primarily by focusing at the 'school: policy' level, but would positively impact the 'society: culture' level of the school, which includes parents, to make the school culture more supportive. In turn, this might impact the 'policy: level' of the school—perhaps there would be a shift from the school offering support to parent groups offering support. This link theme of 'combining EQ and TCK awareness to support transition issues for parents' is shown in Figure 12.
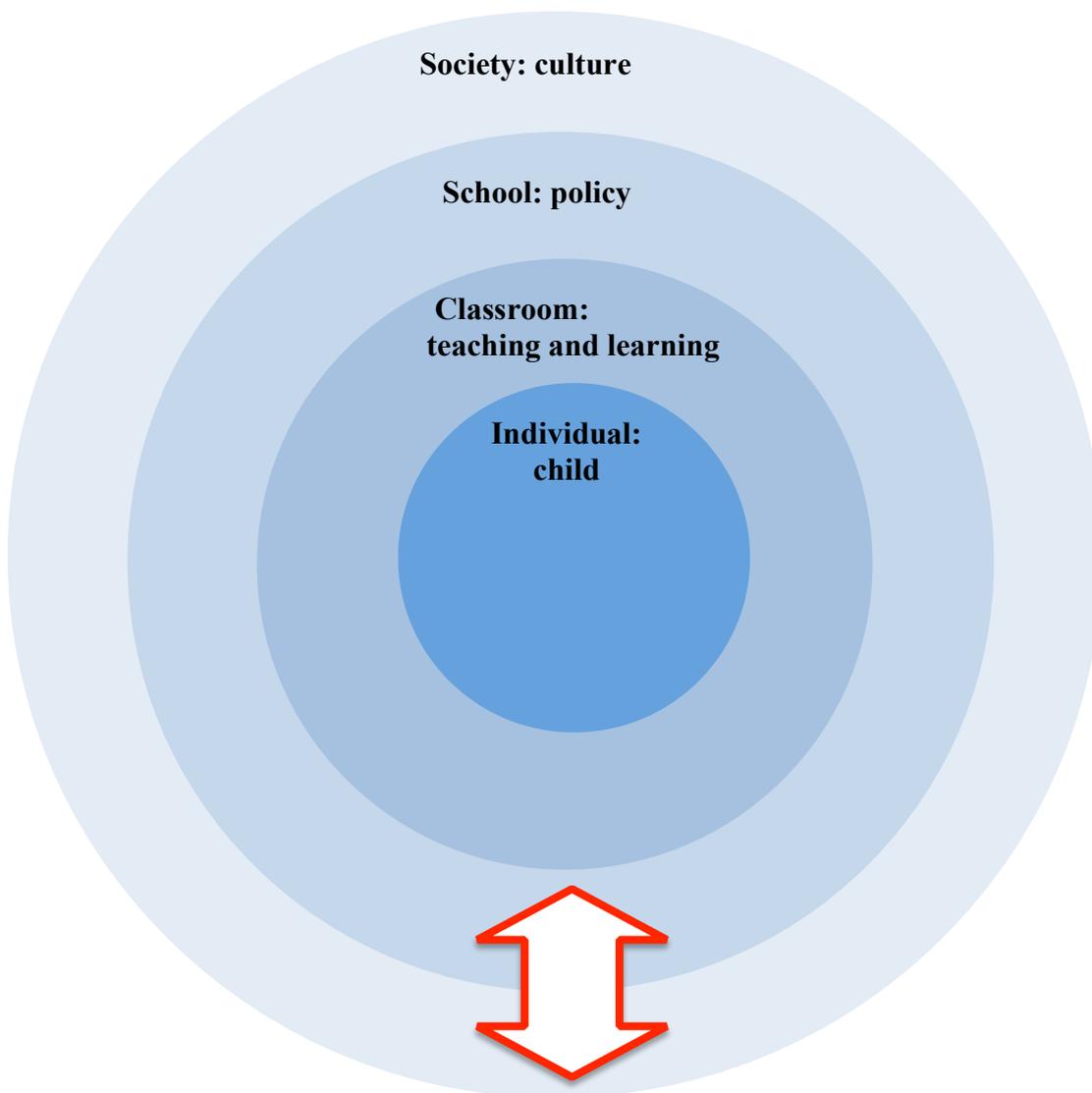
Figure 12 Link theme: combining EQ and TCK awareness to support transition issues for parents

There is a strong case for developing a transition programme specifically for parents. Many parents report experiencing guilt, grief, stress and real concern over the impact of a mobile lifestyle on their children (McLachlan, 2007; Pascoe, 1994; Gillies, 1998). Cockburn (2002) emphasises the key role of the parental response to change when it comes to helping TCKs navigating through changes positively and calmly, which further strengthens the case for offering support to parents. One statistic that would undoubtedly reassure parents is that 90% of TCKs choose to have an international life as adults (Pascoe, 1994). It seems feasible that an approach founded on the skills of EQ could ease the anxieties and pressures experienced by all parties. As I have previously mentioned, expatriate schools have a wealth of experience

dealing with the challenge of international mobility, placing them in a strong position to support families through the transition process. This seems particularly pertinent when the parents are new to an international lifestyle. I anticipate that a transition programme would be useful for parents who are new to the school or those who are about to leave. It could be helpful to parents who are still finding the transition difficult after being in the country for some time, or those losing close friends. This would offer parents the opportunity to gain extra strategies and awareness to support their children.

In designing such a programme, I feel it would be vital for the school to articulate its recognition of the challenges families face in living an internationally mobile life. It should be made clear that the school is not taking a judgmental or accusatory standpoint in any way. Rather, the school recognises the challenges faced and has a wealth of experience in dealing with new or departing children and families. The role of the school would be to offer optional support in partnership with its families.

As part of this transition programme, it would be extremely helpful to develop EQ skills. Combining challenges faced by TCKs and their parents and schools with EQ development in a programme is a new insight and recommendation for future professional work based on my research. Much of the TCK literature focuses on the challenges faced by TCKs during their childhood and into adulthood. I have yet to encounter TCK literature which suggests a practical way for parents and teachers to best support children through these challenges and help them to learn strategies they can continue to use as they grow up. As my findings show that EQ can be developed, perhaps the development of EQ skills alongside the awareness of TCK challenges could offer a feasible option. It is well documented in the literature that TCK parents feel guilt, grief, and stress (Pollock and Van Reken, 2009; McLachlan, 2007; Pascoe, 1994; Gillies, 1998). If the school were to offer support in EQ skills, it could help parents to navigate through their own transition as well as being able to support their children's emotions at this time. This might prevent the unresolved grief which is present in so many TCKs, for instance because they don't feel they have permission to grieve their losses.

The knowledge I gained through conducting my research has already influenced my interactions with parents. As mentioned in the previous section, Pollock and Van Reken's (2009) explanation of the emotions which arise as a result of high mobility were extremely helpful, as they afforded me a deeper understanding of the different causes of grief and the

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issues that can arise if that grief becomes suppressed or unresolved. In my professional role, I have experienced a number of occasions when parents have either become very upset or very angry, ostensibly over a small issue with their children but there is some sort of transition usually involved. Until I conducted my own research and investigated the literature, (Pollock and Van Reken, 2009; McLachlan, 2007; Pascoe, 1994; Gillies, 1998) I always took this very personally. It's helpful in a professional context to realise that the strong emotions may not be because of your actions, but rather a reflection of the current situation vis à vis transition and the stresses and particularly the parental guilt which can accompany that, especially where children are resistant to the move. My understanding also gives me a number of strategies with which I can support the family, even something as simple as offering an ear to listen and validating the many strong and conflicting feelings involved for all of the family can make a huge difference.

In addition to being helpful in terms of constructively supporting with transition, David Pollock's stages of transition (Pollock and Van Reken, 2009) is also helpful when parents express concern over their child's friendship issues which tend to happen around transition times. My knowledge helps to contextualise the issues their child is experiencing and I know there are concrete steps I can share with them to reassure them that I take it seriously and can take practical steps to ease or even resolve the issue.

Finally, considering the degree of mobility in many TCK homes (Pollock and Van Reken, 2009), I find it useful to know when a pupil's parents are out of the country. If a child is distressed and the cause is unclear, there are occasions when this is due to a parent (usually, but not exclusively their father) travelling for business and the child really missing them. In terms of EQ competencies, I notice that my own level of empathy is vital in allowing me to ascertain children's feelings so I can respond optimally. Emotional literacy allows both myself and the child to name how they feel, which I find helps to soothe children more quickly when they feel distressed. I encourage parents to let me know when one or both plan to be away, particularly for extended periods of time, so I can support their child as needed. Often, children are fine, but sometimes if they experience an adverse event, such as an argument with a friend, it can affect them more than when both parents are at home. On these occasions, drawing upon the EQ competency of optimism is helpful in conversations with children to emphasise that their parents being out of the country is a temporary arrangement and they will come back.

6.6.3 Link theme: developing an EQ curriculum and teachers' EQ expertise

My next recommendation for future professional work relating to TCKs focuses upon developing teachers' skills and understanding with regard to emotional intelligence. I firmly believe teachers' EQ skills could and should be developed in several ways to positively impact upon both them and their pupils. I believe that this theme connects the school policy to teaching and learning in classrooms, which ultimately affects the pupils on an individual basis. Of course, it is feasible that the connection could also operate in the other direction. Perhaps the children have an identified need to learn about and apply EQ, which means that classroom practice would adjust to accommodate this, and the school policy might change as a result.
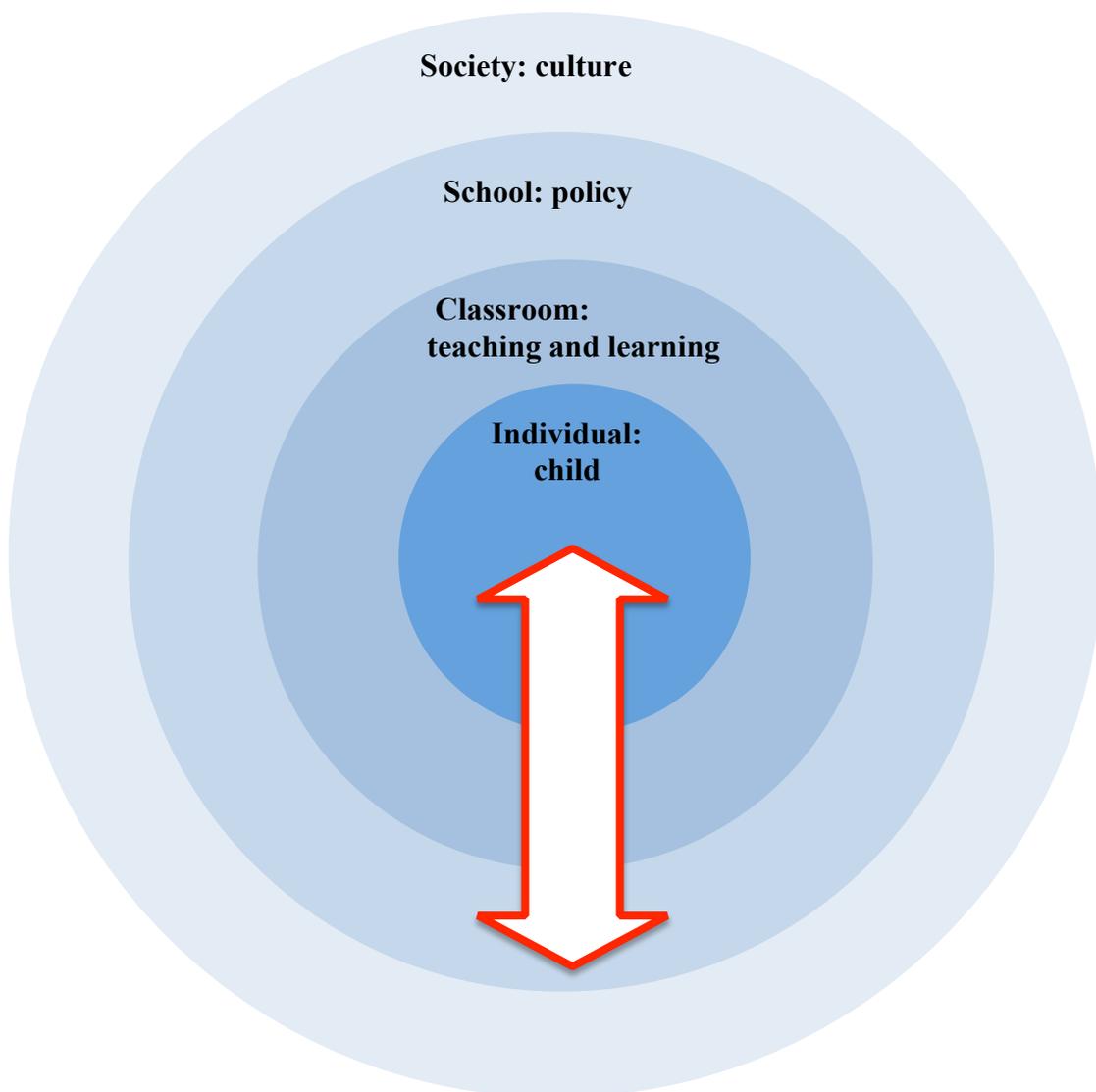
Figure 13 Link theme: developing an EQ curriculum and teachers' EQ expertise

Teachers should be given training and information to develop their EQ skills. In line with Mortiboys' (2005) suggestions, I agree that this would increase teachers' awareness of the impact emotions can have on children in their classroom and of how they can use that understanding to create a social and emotional environment that is conducive to more effective learning. This might allow teachers to support children in navigating their emotions to optimise learning and build resilience (Claxton, 1999; Mayer and Cobb, 2000). For TCKs, this increased resilience might also prove supportive in handling high levels of mobility and transition in a constructive way. Rogers (1983) further supports this idea, emphasising the importance of a teacher's attitude over the procedures and practices they employ.

From the existing literature, I know that TCKs have specific challenges linked to high mobility. The effects from these challenges, such as unresolved grief or hidden losses (Van Reken and Bethel, 2007; Gilbert and Gilbert, 2012), can persist into adulthood. In my teaching experience at School X, this presents itself as issues in peer relationships. For example, children who discovered a close friend was leaving distanced themselves while they looked for another best friend. At the time of my research, there was also concern over the level of peer exclusion at School X. Following my research, my findings add to the literature on emotional competence (Saarni, 2000) by showing a positive change in children's EQ skills. My research adds to Humphrey et al.'s (2008) statement that the success of the SEAL programme is dependent upon the existing work on social and emotional work that is already taking place in schools. My findings take this statement one step further by showing the influence of an individual teacher, as the children in my study valued pastoral systems which were clearly valued by myself as their teacher. Similarly, my results show that the combination of the EQ intervention and my pedagogy promoted an inclusive approach to peer relationships in my class and an increased action response to empathy. Again, this shows the importance of a teacher's role. My work enabled me to bring together children's development in EQ skills and TCK issues. For instance, the children in my class showed a development in emotional literacy, which may help them in terms of articulating their grief at times of transition, therefore avoiding unresolved grief (Van Reken and Bethel, 2007; Gilbert and Gilbert, 2012).

My research demonstrates that at the time of my data collection at School X, it was rare for EQ skills and competencies to be addressed specifically in other curriculum subjects. As a result, if a school decides that EQ is an important skill to develop, it would be necessary to

deliver some elements of EQ in discrete lessons. In addition, there should be a drive to embed and reinforce the concepts of EQ through other curriculum subjects. This is a standard approach to curriculum design for primary school teachers at School X: we are accustomed to weaving subjects together where there are meaningful links, to create cross-curricular learning opportunities.

One existing option in the literature for developing children's EQ skills and competencies is for teachers to deliver a specifically targeted curriculum or intervention focusing on social and emotional skills. I have evaluated examples of these in my literature review, including the SEAL programme (Humphrey et al., 2008) and Emotion Locomotion (McLachlan et al., 2009). The impact of these interventions has been investigated using different methods, such as interviews and case studies (Humphrey et al., 2008), and observations of role-play (McLachlan et al., 2009). I opted to use the Six Seconds model because it is designed by educators as an actionable and measurable model with practical applications. The Six Seconds model draws upon other theoretical models of EQ, such as Salovey and Mayer's (1990) model, but seemed to me to provide a more relevant model to the classroom context. I was also very familiar with the model as I attended the Six Seconds' EQ for Educators certification programme. Another advantage of the model was that Six Seconds produce the SEI-YV questionnaire which measures the competencies of their model. The SEI-YV is designed for children aged from 7 to 18, making it suitable for the children in my class who took part in my research and has been found to be a reliable and valid measure of the Six Seconds EQ model (Jensen et al., 2012). An EQ consultant with Six Seconds offered to administer the questionnaire to collect the data for my research, which she was certified to do. I recognise that other established measures of emotional intelligence for young people are available, such as the Bar-On Emotional Quotient Inventory: Youth Version (EQ-i: YV) or the Mayer-Salovey-Caruso Emotional Intelligence Test: YRV (MSCEIT: YRV). As these are classed as Type B assessments so at the time of my data collection I did not meet their administration criteria. Taking everything into account, it seemed that using the combination of the Six Seconds model alongside the SEI-YV questionnaire was the most pragmatic option for my research.

It is worth mentioning Graczyk et al.'s (2000) emphasis that successful SEL programmes should include evaluation, monitoring and training, with support for implementation of the programme. I raised the point in Chapter 3 that the Six Seconds' EQ model requires teachers'

understanding and a breadth of knowledge to allow them to actively design classroom activities involving EQ. In their EQ for Educators certification programme, Six Seconds encourage educators to design their own lessons, remain open to student-initiated discussions and use their EQ knowledge and skills throughout the day to identify teachable EQ moments. This is important because it allows each teacher to personalise the activities they plan to the needs of their current students, just as with any other subject. My research adds insight to the existing literature on SEL in terms of teachers' starting points for understanding EQ competencies. One of the teachers I interviewed, Mrs Davies, discussed her unfamiliarity in evaluating children's progress in the specific EQ competencies that formed the basis of my intervention. Based on this, my findings reinforce the need for training and supporting the implementation of such programmes. I strongly feel it would be worthwhile for School X to consider the training that would be required to develop teachers' understanding and subsequent delivery of an EQ intervention, particularly when considering the potential benefits of raising TCKs' emotional intelligence. After all, if a new literacy programme were to be implemented, time and energy—even money—would be spent on ensuring all teachers understood the programme and were confident in its delivery and assessment. This would not rely upon the varied experience or interests of teachers in the way SEL teaching seems to do.

The literature underlines the importance of teaching EQ discretely as well as integrating and embedding it within other curriculum subjects. A number of authors highlight EQ as a teachable skill, which has a positive impact on children (Weare, 2004; Dracinschi, 2012; Coppock, 2007; Rivers et al., 2013). The Rose Review (Rose, 2011) recommends a more integrated approach to pupils' personal development, with social and emotional skills outlined as an important element of this. My research seems to confirm the impact of an intervention based on the skills of EQ in addition to the value of integrating social and emotional skills and pastoral systems. One example illustrating the impact of the intervention on children's EQ skills comes from their development in emotional literacy across a range of data. There was a huge increase (338%) in the percentage of emotion words used, mostly correctly, from my bespoke intervention activities in the post-intervention supported reading comprehension. During the post-intervention observations of the drama and problem-solving activities, the AH noted the class used nuance of emotion. Finally, the interview comments from teachers and pupils point to an increase in the level of children's comfort and ability with emotional literacy after the intervention. The data also highlighted the value of my pedagogical practice. For instance, the children identified the positive impact of pastoral systems such as Circle

Time for increasing trust in their interview comments. The pupils described their increased action response to empathy as the year progressed and their deliberate actions to include others and widen their social circles, as well as increased peer empathy in the classroom. This was confirmed by the teacher interview comments, who observed that action responses to empathy were clear in the class. The teachers interviewed described the class as cohesive and inclusive, and kindness and respect were identified as existing in the absence of the class teacher.

The findings from my research and from my theoretical model of the relevant literature have already influenced my role as a class teacher and as head of PSHCE. As head of PSHCE, my staff development changed as a result of my work. During the most recent academic year at the time of writing, I was working closely with my PSHCE team (one teacher in each year group) to integrate more EQ skills into the planned weekly Circle Time activities for each year group. They were all familiar with the Six Seconds model as they had all attended the training I had delivered. In my year group, for a unit of work in English, I planned a series of activities to develop children's emotional literacy. This was designed to aid children in their analysis, inference and deduction linked to a particular text. The children in my class demonstrated correct use of a much greater range of, and more nuanced, emotion words. As optional professional development for my colleagues at School X, I delivered several sessions on using these activities to develop children's emotional literacy and I have already seen some of these strategies being adapted and used in classrooms. I also offered a four-week training course for 1.5 hours per week based around the Six Seconds EQ model. This focused on teachers' development of their own EQ, as well as applying the principles teachers had learned with their students. As an integral part of this training course, I included details about the challenges faced by TCKs, which resonated with all teachers. Each of the training sessions received positive feedback from my colleagues.

In my view, future professional development should focus upon teachers receiving high quality training on EQ and SEL in order to implement a curriculum of consistently high quality throughout the school. This would influence children at the 'individual: child' level of my theoretical model and could also impact the 'school: policy' level in terms of the school clearly setting out what should be included in its SEL curriculum and the best practice for its delivery.

6.6.4 Link theme: teacher attitude towards and value placed on EQ

I feel that teachers' attitudes towards EQ, and the value they place upon EQ, are generated largely from the 'school: policy' level. Part of my process in reaching this conclusion comes from my experience of school policy, which is that it impacts teaching and learning in terms of what teachers do and how this is delivered, but also in terms of the value the senior leadership team place upon difference facets of the curriculum. This 'classroom: teaching and learning' level then impacts upon individual children. These influences are demonstrated with arrows on Figure 14. Throughout this section, I reference other factors which also contributed to my conclusion that teachers' attitudes towards EQ, and the value they place upon EQ, are generated largely from the 'school: policy' level. These factors include the existing literature and specific connections with my research findings.
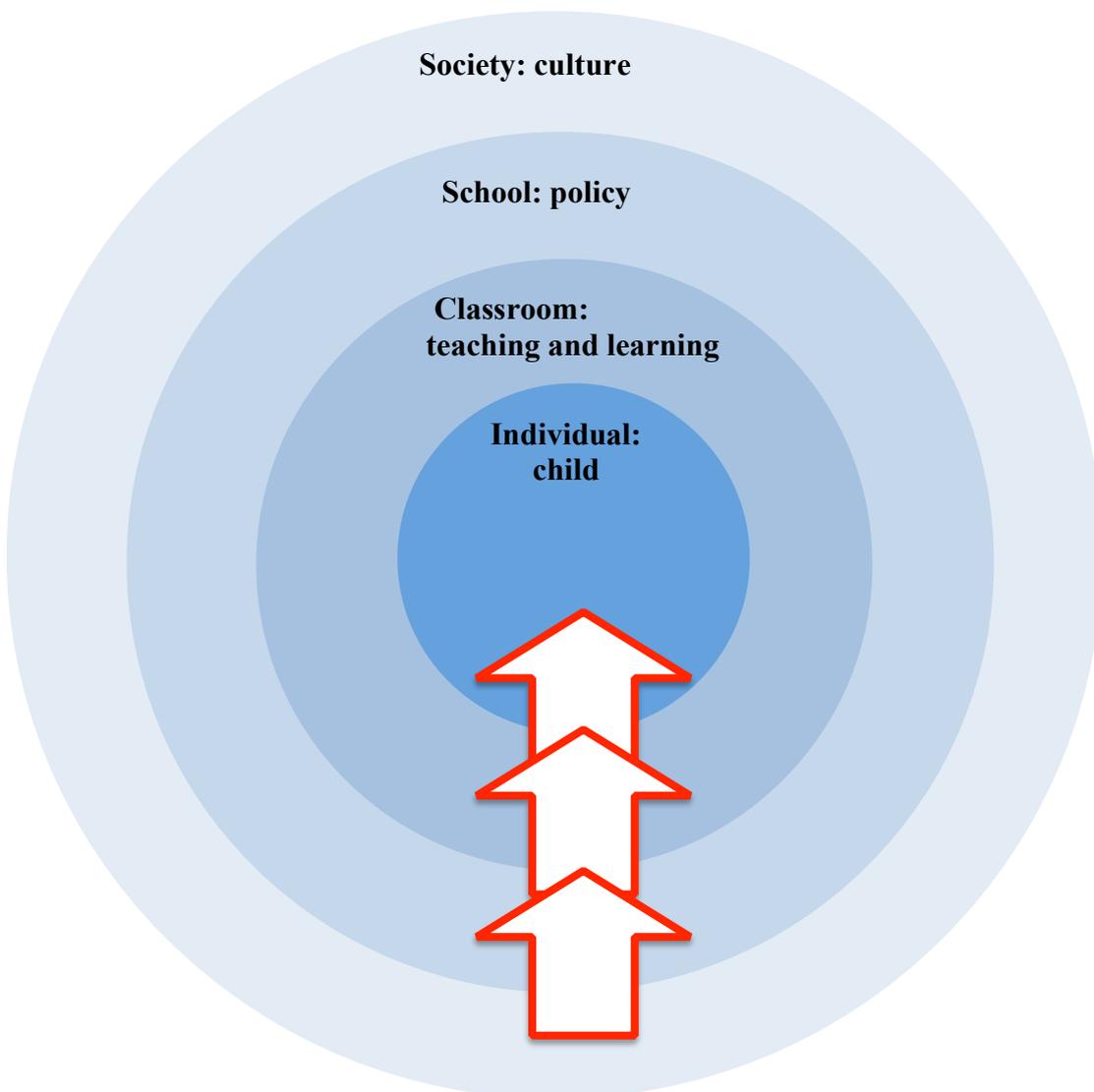
Figure 14 Link theme: teacher attitude towards and value placed upon EQ

In terms of future professional practice, I think that it is important at the 'school; policy' level of my theoretical model to emphasise the importance and value the school places upon SEL. This underlines Humphrey et al.'s (2008) point that the success of the SEAL programme depends upon the social and emotional work already taking place at a school and the knowledge and skills of the small group facilitator. As a teacher, I think careful implementation and furnishing teachers with solid practice-based evidence would go a long way to ensuring buy in from most members of the teaching staff. I perceive this to be necessary from a comment made by one of the teacher interviewees. It was apparent that evaluating children's progress against these EQ competency descriptors was quite an unfamiliar process for Mrs Davis (ST-2), one of the teachers interviewed. She comments that for the EQ competency of consequential thinking: '*I think I will find that quite hard to talk about'*. Additionally, the senior leadership team placing value upon an area of learning communicates to all staff that this area is a clear priority. In my experience, teacher attitudes are further influenced when an area of learning is designated as a sustained priority within the policy of the school which underpins the school's culture. Schools are prone to frequently changing their priorities, but this should be avoided if a school is keen to ensure consistent and constant focus upon SEL.

The emphasis on policy links to the 'classroom: teaching and learning' level of my model, as whole school policy influences what teachers do in their classroom. My research indicates that training teachers in the delivery of a SEL curriculum and EQ skills alone would not guarantee success. My findings highlight the key role of a teacher's wider pedagogical approach when investigating, or considering, the implementation of SEL programmes in a school. For example, on the SEI-YV, the children's scores improved on measurements linked to relationships with others: Give Yourself, Pursue Noble Goals and Relationship Quality. The children's SDQ results demonstrated positive progress on the Peer relations and General-self scales, indicating students did not show the usual decline with age in self-concept (Marsh, 2006). The children's comments in the pupil interviews also suggested a positive development in empathy and peer relations. These outcomes may have resulted from the intervention blending with my pedagogy. My pedagogical approach focuses more upon peer relationships than self through the development of children's skills of co-operation and conflict resolution, alongside cultivating a classroom climate based upon empathy and respect. This adds to the existing knowledge on implementing a SEL curriculum and is not something which has previously been identified in the literature. My intervention cannot be

isolated from my pedagogical approach, and the two are mutually complementary. Kelly et al. (2004) comment on the positive feedback from teachers who are trained to deliver an EQ curriculum or intervention to their class. However, their work focused on their students learning different EQ skills, and the changes that resulted. In terms of future professional work for teachers, I would suggest evaluating the development of teachers' own EQ skills and understanding in relation to themselves. This would not initially involve a curriculum or intervention for them to deliver to their students, although this could be developed over time, perhaps in conjunction with the teacher. Given the role of my pedagogy on the social and emotional development of my pupils, I feel it is essential to consider a teacher's pedagogical stance in the successful implementation of social and emotional learning. There is also scope to investigate the result of this pedagogy on a teacher's class, particularly when considering the impact of the teacher's attitude on the classroom climate (Kremenitzer et al., 2008; Rogers, 1983; Mortiboys, 2005). This links the 'classroom: teaching and learning' level to the 'individual: child' level in my theoretical model.

Goldacre (2013) and Gorard and Cook (2007) maintain that randomised controlled trials are the best way to conduct educational research. As Goldacre (2013) emphasises, the researcher needs to be sure that the intervention is causing the change. He also makes a valid point that investigating the impact of ideas before implementation is worthwhile in terms of time and money, as the idea could be ineffectual or even damaging. Gorard and Cook (2007) underline the weak technical warrant of most 'effective practices' (p.309) in education. They recognise that many potentially effective educational practices are embedded in complex systems with many other variables. To establish the causal role of a single practice, they recommend isolating then systematically varying this practice. I acknowledge the rationality and merit of using random controlled trials. However, classrooms are complex places and, like Brown (1992), I am not convinced that it is ever truly possible to fully isolate and test one practice. I believe my research findings highlight the impact of an individual teacher's pedagogical approach. My pedagogy as a teacher focuses on creating a classroom culture of inclusion, kindness and respect, and building resilience. The EQ intervention was only one contributing factor to this focus. The results from the SDQ and the SEI-YV questionnaires lent more weight to changes in children's perception of, and relationships with, peers. This would be in keeping with my pedagogical approach, which focuses more on peer relationships than self. The interview comments from the children and teachers also reflect my pedagogy. Both the pupil and teacher interviewees reported the increased action response to empathy in the class

as the year progressed. The children recounted the increase in their deliberate actions to include others and widen their social circles, as well as increased peer empathy in the classroom. The children also identified the positive impact of pastoral systems such as Circle Time for increasing trust. In the interviews, the teachers described the class as cohesive and inclusive, and kindness and respect were identified as existing in the absence of the class teacher. During my research, it became clear that the context of the EQ intervention was key, and this context included my daily interactions with the pupils and my emphasis on the value of other pastoral systems. Consequently, if any teacher is involved in a trial or intervention, I do not think it is possible to separate this from their pedagogy. In the same way, if a teacher has an intervention imposed upon them with which they don't agree, this will be communicated to the children, even at a subconscious level. The intervention may not be as successful as it would with a teacher who is enthusiastic and values the intervention. In this way, an individual teacher's approach could skew the results of the trial. To build a full and clear picture, I maintain that future educational research should investigate and collect evidence regarding a teacher's approach to teaching and learning, as well as the nature of their interaction with students. This is particularly the case for primary school teachers, who spend most, if not all, of their teaching time with the same class. Humphrey et al. (2008) refer to this, stating that the success of the SEAL programme is dependent upon the existing work on social and emotional work that is already taking place in schools. My recommendation for future research is to focus at the level of the individual teacher.

6.6.5 Link theme: teachers' impact on a child

It is important to recognise the influence of a primary teacher on the individual children in their class. On my theoretical model, the link theme of teachers' impact on children is indicated in Figure 15.
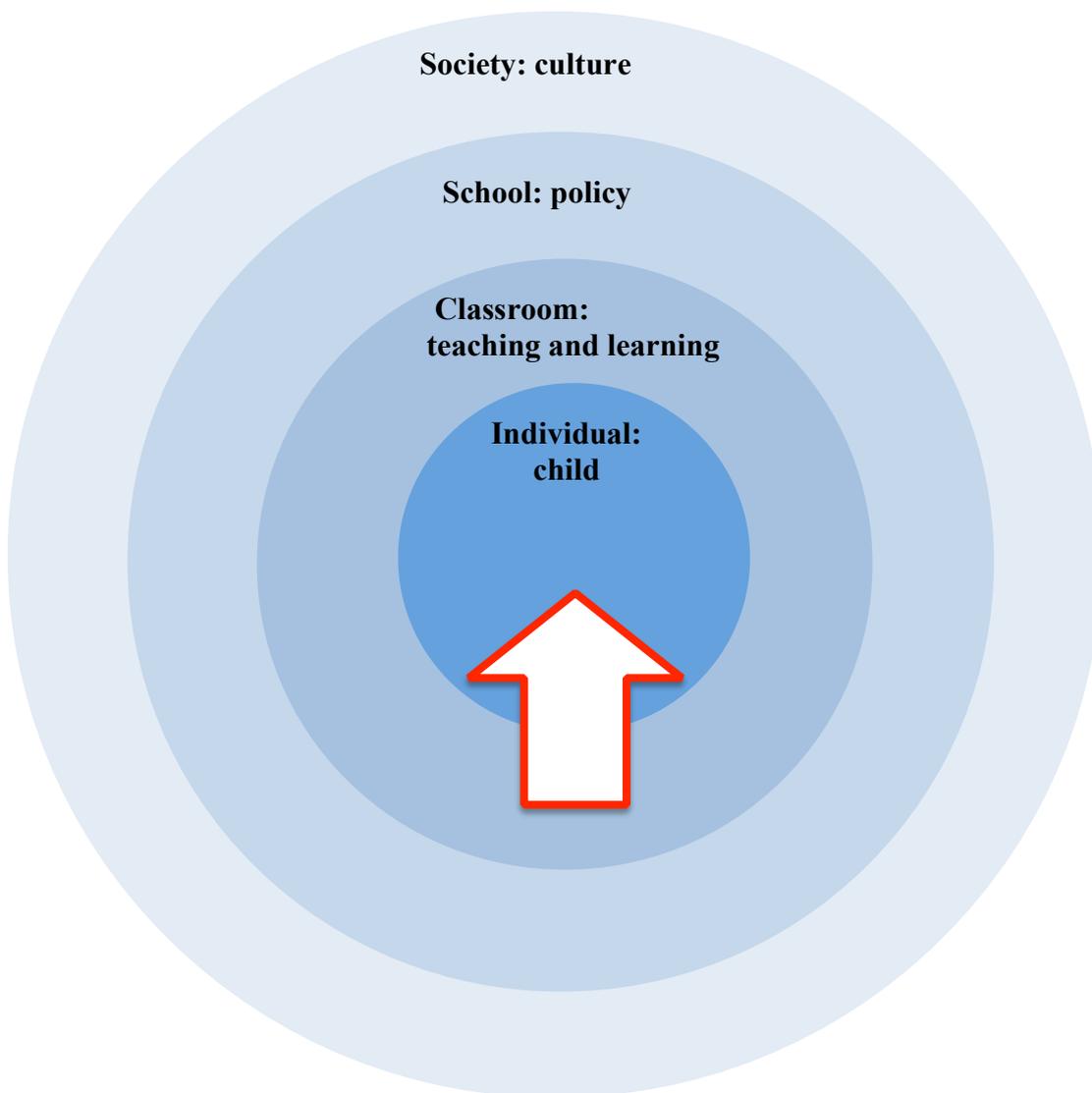
Figure 15 Link theme: teachers' impact on a child

In my research, the EQ intervention plus my role as a teacher seemed to improve the level of empathy in the class, particularly the children's action response to empathy. Supporting evidence for this came from the children's and teachers' interview comments. In addition, the results from both the SDQ and the SEI-YV questionnaires showed small but positive changes in children's perception of, and relationships with, peers. Overall, there was a reduction in peer exclusion and I promoted an inclusive approach to social relationships. Van Reken and Bethel (2007) point out that recognising characteristics common to all humans can be helpful to those who feel culturally marginalised. These characteristics include the need for relationships and to have a sense of belonging. In my class, I would suggest that the increased empathy and inclusion and positive changes in children's perception of, and relationships

with, peers might have increased the likelihood of addressing children's need for relationships and a sense of belonging. I would suggest all of this could increase the likelihood of a TCK becoming a constructive marginal: someone who feels at home in several cultures because of their sense of belonging in a TCK peer group (Bennett, 1993).

Given the feelings of isolation as an encapsulated marginal can last into adulthood (Fail et al., 2004), it would seem worthwhile to investigate the link between increased empathy and inclusion, and the likelihood of becoming a constructive marginal, in both the short and long term.

One question that could form the basis for future research with TCKs is the long-term impact of my pedagogical approach in combination with the EQ intervention. As the intervention and pedagogy seemed to positively impact the children, it would be interesting to investigate the nature of this impact and the length of time for which it is sustained. Given the challenges associated with high mobility, this would be particularly interesting for those children who have moved since their time at School X, or children who feel that many of their close friends have left School X. As with my original research, I recognise there are many factors at play here, including family support networks. Therefore, perhaps my innovative pedagogy and EQ intervention would only play a small part. It would also be interesting to interview the parents of the children from the class, as this would provide additional points of view about how the children used their skills and understanding of EQ, particularly vis-à-vis their experiences of mobility. While I acknowledge that access could prove a challenge, as these children can end up moving to many countries, accessible technology might make it possible to collect data from the original participants.

6.7 Limitations of the study

I felt that one limitation was the duration of the intervention administration, which totalled five months. This allowed for the completion of two intervention activities per week by the participating children, excluding school holidays and the first and last weeks of each term. It seems logical to postulate that more time spent on each EQ competency through different intervention tasks may have been beneficial and given children more opportunity to internalise and develop their use of that competency. The impact of the emotional literacy activities was clear: children used this language accurately in other tasks and other curriculum subjects, particularly English. Perhaps this was because emotional literacy was the focus of

the first set of activities. As the children used the learned emotional vocabulary in a range of different circumstances, this may have helped them embed the vocabulary, making them more proficient with its use. For practical reasons, I completed the intervention and collected data during the academic year when I was the class teacher. Consequently, it was not possible to conduct the intervention for a longer period of time.

With regard to using t-tests for the statistical analysis, it could be argued that the small sample size was a limitation, in that differences can fail to show up with small sample sizes. Nonetheless, as I have mentioned in the results chapter, t-tests are fairly robust and can be applied to small sample sizes. As I outlined in the 'Reflection on the Main Findings' section, the pupils' scores improved on measurements linked to relationships with others. This could indicate there was more of a change in the class with regards to the children's actions toward, and relationships with, other people, which may have resulted from a combination of the intervention and my pedagogy. The SDQ post-intervention results tell a similar story. The class' positive progress suggested they had gone against the trend of a decline in self-concept with age as measured by the SDQ (Marsh, 2006). The fact that the class was shown to make progress, even as a small sample size, would indicate that the intervention, plus my social and emotional focus as a teacher, impacted upon the class in terms of self and peer relations. Practical considerations also accounted for the small sample size, which allowed me to use a case study approach. Given my busy role as a classroom teacher and a head of curriculum, I had access to the children in my class for the purposes of administering the EQ intervention and collecting data. Additionally, my research evolved from a narrow, positivist focus on the EQ intervention to a wider consideration of my pedagogy with regard to social and emotional aspects of teaching and learning in the classroom. This would not have been possible with the involvement of other class teachers, as they would have brought a different pedagogical approach to the study.

For the observations of the drama and problem-solving tasks, I was aware that this was something of a staged task so could result in the children behaving differently to normal. This was reflected in one of the observer's comments. A better option may have been to ask the HOS and AH to observe a normal lesson, such as English or science, with a focus on the EQ competencies for children's interaction in group work.

Some may view my choice to include four of the eight competencies in the EQ intervention as a possible limitation. However, if all eight competencies had been included in my thesis, my research would have taken longer than the time available. Additionally, I did not feel it was possible to create independent activities for the four competencies that were not included, so the intervention would have become teacher-led rather than independent.

The simplicity of the Six Seconds EQ model as a conceptualisation of reality was discussed as a possible limitation earlier in this thesis. This reflects a wider issue where simplified theoretical frameworks are designed to portray a complex classroom context. In any area of teaching where this is the case, it would be essential for a teacher to have some background knowledge and understanding in order to apply these frameworks in a practical and complex setting. Six Seconds addresses this during its training, with the emphasis on planning tailored lessons based on the model and incorporating EQ teachable moments throughout the day. However, schools may not be in a position to train every teacher to enhance their background knowledge, particularly if social and emotional learning is not regarded as an area for improvement during the academic year. A further issue in the field of EQ raised by the results of my study concerns other SEL interventions. Their results often demonstrate improvements in the aspects targeted by the intervention, as well as wider consequences, such as improved pupil relationships. However, they do not provide much detail, if any, about what might be happening in classrooms alongside the intervention. Perhaps there are individual teachers who already focus on the personal and social aspect of education and the intervention is successful because of this context. This was certainly the case for Humphrey et al. (2008). They comment that the success of the SEAL programme depends upon the social and emotional work already taking place at a school, and the knowledge and skills of the small group facilitator. Perhaps the schools that participate in SEL research do so precisely because they have a prior interest, or are already carrying out work, in this area. It would be interesting to see the results for schools where social and emotional work is not already valued or in place.

6.8 Answering the Research Questions

My research questions were as follows:

How does an emotional intelligence intervention affect Third Culture Kids in a British school in Asia?

- How does it affect their perception of self?
- How does it affect their perception of, and relationships with, peers?

As discussed throughout this paper, it became evident that the intervention could not be isolated from the complexity of my pedagogy within the classroom. Therefore, while answering these questions, it is important to bear in mind that any changes may have resulted from a combination of the intervention and my pedagogical approach.

6.8.1 Perception of self

The results indicated that the intervention plus my pedagogy did have a positive impact on the children's perception of self across different measures. On the SDQ, the class did not show the usual decline in self-concept with age (Marsh, 2006), suggesting a positive perception of self. The SEI-YV results also indicated positive developments in the perception of self, with the class showing a post-intervention increase for Engage Intrinsic Motivation. Evidence from the post-intervention supported reading comprehension, observations of the drama and problem-solving activities and pupil and teacher interviews all indicated a large increase in the children's emotional literacy. Such an increase would give children a more accurate vocabulary to describe their feelings, so their self-perception would be more precise. The results from the post-intervention supported reading comprehension, observations of the drama and problem-solving activities and teacher interviews were consistent in suggesting the children's consequential thinking developed well.

6.8.2 Perception of, and relationship with, peers

There were more positive results across the data for measures of children's relationships with their peers, suggesting these changes were more marked than the changes relating to children's self-perception. Results from the pupil and teacher interviews indicated the class demonstrated an improved action response to empathy and were more cohesive and inclusive as a class. This was reinforced by the class' significant post-intervention increase on Give Yourself. Increase Empathy is one of the competencies contributing to this pursuit score. During the pupil interviews, the children revealed a sound understanding of optimism (as defined by Six Seconds) in describing their efforts to make new friends, which linked to the EQ competency of optimism from Six Seconds.

6.9 My Original Contributions to Knowledge

6.9.1 Methodological contributions

My research demonstrates the importance of investigating the systemic whole (Brown, 1992) of a classroom. I investigated the complexity of a classroom via my pedagogical stance, while simultaneously maintaining the rigour of my research through the intervention.

This thesis also contributes to existing knowledge by raising awareness of the role of an individual teacher's pedagogy when implementing an intervention.

6.9.2 Conceptual contribution

At a conceptual level, my contribution to knowledge is the combination of several apparently disparate views and theoretical models into one connected theoretical framework. I suggest relationships between TCKs and EQ and that have not previously been linked.

6.9.3 Empirical contribution

The bespoke intervention was designed for the purposes of my thesis. The children completed all of the activities independently or with peers, in pairs or small groups, but without adult support. This differs from other social and emotional interventions, which tend to be led either by a teacher or a facilitator. The intervention positively impacted the class. My empirical contributions also include the integration of EQ strategies and awareness of TCK issues into transition programmes to support parents and teachers.

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Appendices

Appendix A: Pilot activity sheets for Enhance Emotional Literacy

<u>**Activity A: Use online dictionaries to find a definition for each emotion word (basic emotion words)**</u>

[Merriam-Webster's Word Central](#)

[Dictionary - Yahoo! Kids](#)

Some things to remember:
- These activities have a focus on emotions, so if there is more than one definition, choose the one which most applies to emotions.
- Some words may still have more than one definition; write down what you think is appropriate
- If you don't understand the definition from one dictionary, try using a different dictionary
- For some words, you might have to try looking for the root word to get a clear definition. For example, instead of 'disappointment' you could try 'disappoint'.
- You can copy and paste the words into the online dictionaries to make sure the spelling is correct.
- You can write or type the definition next to each word but you should choose the quickest way of recording your findings.

Joy	
Acceptance	
Anticipation	
Anger	
Disgust	
Sadness	

Surprise	
Fear	
Optimism	
Trust	
Submission	
Awe	
Disappointment	
Remorse	
Contempt	
Aggression	

Appendix A: Pilot activity sheets for Enhance Emotional Literacy

Activity A: Use online dictionaries to find a definition for each emotion word (complex emotion words).

Merriam-Webster's Word Central

Dictionary - Yahoo! Kids

Some things to remember:
- These activities have a focus on emotions, so if there is more than one definition, choose the one which most applies to emotions.
- Some words may still have more than one definition; write down what you think is appropriate
- If you don't understand the definition from one dictionary, try using a different dictionary
- For some words, you might have to try looking for the root word to get a clear definition. For example, instead of 'contentment' you could try 'content'
- You can copy and paste the words into the online dictionaries to make sure the spelling is correct.
- You can write or type the definition next to each word but you should choose the quickest way of recording your findings.

Boredom		Aggression	
Disgust		Vigilance	
Loathing		Anticipation	
Contempt		Interest	
Rage		Optimism	
Anger		Annoyance	
Grief		Disapproval	

Serenity		Pensiveness	

Joy		Ecstasy	
Love		Boredom	
Acceptance		Disgust	
Trust		Loathing	
Admiration		Contempt	
Submission		Rage	
Apprehension		Anger	
Fear		Annoyance	
Terror		Aggression	
Awe		Vigilance	
Distraction		Anticipation	

Surprise		Interest	
Amazement		Optimism	
Sadness		Remorse	

Appendix A: Pilot activity sheets for Enhance Emotional Literacy
Activity B: Match emotions and definitions (complex)

Joy	a feeling of great pleasure or happiness that comes from success, good fortune, or a sense of well-being
Acceptance	the quality or state of being accepted or acceptable
Anticipation	pleasurable expectation
Anger	a strong feeling of displeasure and usually of opposition toward someone or something
Disgust	a strong feeling of dislike caused especially by something sickening or vile
Sadness	filled with or expressing grief or unhappiness
Surprise	- to encounter suddenly or unexpectedly; take or catch unawares - to feel wonder, astonishment or amazement, as at something unanticipated
Fear	an unpleasant, often strong emotion, caused by expectation or awareness of danger; concern about what may happen
Optimism	expecting everything to turn out for the best
Trust	- firm belief in the character, ability, strength, or truth of someone or something - a person or thing in which confidence is placed
Submission	the condition of being humble or obedient
Awe	a feeling of mixed fear, respect, and wonder
Remorse	a deep regret coming from a sense of guilt for past wrongs
Contempt	freedom from worry or restlessness; peaceful satisfaction
Aggression	hostile or destructive behaviour, outlook or actions
Pensiveness	- dreamily thoughtful - sad thoughtfulness
Interest	readiness to be concerned with or moved by something
Serenity	complete calm
Ecstasy	- a state of being beyond reason and self-control - a state of overwhelming emotion - very great joy

Admiration	a feeling of great and delighted approval
Apprehension	fear of or uncertainty about what may be coming
Love	- a quality or feeling of strong or constant affection for and dedication to another - warm attachment, enthusiasm, or devotion
Terror	a state of great fear
Distraction	to draw the attention or mind to something else
Amazement	great surprise or astonishment
Disapproval	to dislike or be against someone or something
Boredom	the state of being bored
Loathing	to feel extreme disgust for or at
Rage	- very strong and uncontrolled anger - a fit of violent anger
Annoyance	to disturb or irritate especially by repeated acts
Vigilance	alert to signs of danger
Grief	- deep sorrow - a cause of sorrow

B: Work in pairs to match the name of each emotion with its definition.

Joy	a feeling of great pleasure or happiness that comes from success, good fortune, or a sense of well-being
Acceptance	the quality or state of being accepted or acceptable
Anticipation	pleasurable expectation
Anger	a strong feeling of displeasure and usually of opposition toward someone or something
Disgust	a strong feeling of dislike caused especially by something sickening or evil
Sadness	filled with or expressing grief or unhappiness
Surprise	- to encounter suddenly or unexpectedly; take or catch unawares - to feel wonder, astonishment or amazement, as at something unanticipated
Fear	an unpleasant, often strong emotion, caused by expectation or awareness of danger; concern about what may happen
Optimism	expecting everything to turn out for the best
Trust	- firm belief in the character, ability, strength, or truth of someone or something - a person or thing in which confidence is placed
Submission	the condition of being humble or obedient
Awe	a feeling of mixed fear, respect, and wonder
Disappointment	- fail to satisfy the hope, desire, or expectation of - to frustrate or thwart
Remorse	a deep regret coming from a sense of guilt for past wrongs
Contempt	the act of despising or being despised
Aggression	hostile or destructive behaviour, outlook or actions

B: Work in pairs to match the name of each emotion with its definition.

Appendix A: Pilot activity sheets for Enhance Emotional Literacy
  <u>Activity C</u>
- Choose an emotion card and write the emotion in the table
- Think back to a time when you felt like this – what was it? Write this in the next column
- If you don't think you have experienced this emotion, write down a situation which might lead you to feel like this.

Emotion	When I experienced it / might experience it

-

Appendix A: Pilot activity sheets for Enhance Emotional Literacy
<u>**Activity D:**</u> Match up opposite emotions (antonyms) and shade them in the same colour

Joy	Fear
Anticipation	Sadness
Anger	Surprise
Disgust	Acceptance

Once you have finished, use a dictionary to collect more emotion words. Look for the opposite meaning (antonym) and record this too.

Emotion	Antonym

Appendix A: Pilot activity sheets for Enhance Emotional Literacy
Activity E (basic): Use each of these emotion words in a sentence to show you understand its meaning

Example: stressed

She was very <u>stressed</u> about getting her work done in time.

If you finish these, write some sentences using emotion words of your own choosing.

Awe	Submission	Disappointment	Optimism
Fear	Joy	Trust	Surprise
Aggression	Disgust	Sadness	Anger
Anticipation	Contempt	Remorse	Acceptance

Or Activity E (complex): Use each of these emotion words in a sentence to show you understand its meaning

Example: stressed
She was very <u>stressed</u> about getting her work done in time.

If you finish these, write some sentences using emotion words of your own choosing.

Grief	Submission	Surprise	Loathing
Serenity	Apprehension	Amazement	Contempt
Joy	Fear	Disapproval	Rage
Ecstasy	Terror	Pensiveness	Anger
Love	Awe	Sadness	Annoyance
Acceptance	Interest	Remorse	Aggression
Trust	Optimism	Boredom	Vigilance
Admiration	Distraction	Disgust	Anticipation

Appendix A: Pilot activity sheets for Enhance Emotional Literacy
Activity F
- In the table, write down memorable events from your day yesterday
- Now write how each event made you feel
- You may need to write more than one emotion

Memorable event	Emotion(s)

Appendix A: Pilot activity sheets for Enhance Emotional Literacy
Activity G

- Work in groups of 3 or 4.
- Using the emotion cards (basic or complex set), talk together about which cards should belong in the same group.
- There are no right or wrong answers for today's activity. It is entirely up to you to decide the criteria you will use to group the emotions.
- Write the groups of emotion names in this space.
- Please also write the reason why you put them together.

Appendix A: Pilot activity sheets for Enhance Emotional Literacy
Activity H

- Your task today is to order emotion words.
- There are several emotion words for each group.
- Write each on the line where you think it belongs.

<u>Emotions you feel most comfortable with to emotions you feel least comfortable with</u>

1. anticipation   sadness   trust

_____

Most comfortable   Least comfortable

2. surprise   disgust   joy

_____

Most comfortable   Least comfortable

3. anger   sadness   awe

_____

Most comfortable   Least comfortable

Most intense to least intense

1. trust admiration acceptance

_____

Least intense   Most intense

2. distraction   amazement   surprise

_____

Least intense   Most intense

3. apprehension   terror   fear

_____

Least intense   Most intense

4. rage   annoyance   rage

_____

Least intense   Most intense

_____

Least intense   Most intense

5. grief   sadness   pensiveness

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Appendix A: Pilot activity sheets for Apply Consequential Thinking

- For each situation described on this sheet, you have two choices; you can either continue or give up.
- You should describe the consequences of making each choice, thinking about the cost(s) and the benefit(s) of continuing and giving up. Try to think of one reason for each box.
- An example is given below; you can complete them in any order.

Attending trials for the school basketball team

	Cost(s)	**Benefit(s)**
Continue	- you might not be chosen to play - you might feel embarrassed if other people are better than you	- you get chosen for the team - make new friends on the team - get regular exercise and keep healthy
Give up	- you will definitely never be picked for the team - you will feel guilty for not trying - you might regret giving up - there might not be another opportunity to try out for a while	- no risk of being embarrassed or upset if you are not picked - can spend the time doing something else - relief that the pressure is off

Improving your drawing skills

	Cost(s)	**Benefit(s)**
Continue		
Give up		

Trying out for a solo in the Year 5 concert

	Cost(s)	Benefit(s)
Continue		
Give up		

Trying to make new friends in your class

	Cost(s)	Benefit(s)
Continue		
Give up		

Appendix A: Pilot activity sheets for Apply Consequential Thinking
- Think about when you made a decision with bad or negative consequences
- This can be a big decision or a small decision
- For each one, complete a table below

What was the decision?	
How did you feel when you made the decision?	
How did you feel when you experienced the consequences? (You can include costs and benefits)	
What has this shown you?	

Appendix A: Pilot activity sheets for Apply Consequential Thinking
- Each situation described on this sheet has occurred as a result of various decisions by those people involved.
- Your job is to think about what actions might have led to this final situation
- You can approach these tasks in any order

End situation: A family are sitting having dinner together. Mum and Dad keep looking at one another and nodding towards their son. He is eating dinner without speaking or making eye contact with either of them.

What do you think happened to produce this final situation? Whose actions may have contributed to this? What might they have done? Try and think of different options to explain it.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

End situation: A child in Year 5 is asked to come to the front during an assembly

What do you think happened to produce this final situation? Whose actions may have contributed to this? What might they have done? Try and think of different options to explain it.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

End situation: Two children are asked to stay in during break time.

What do you think happened to produce this final situation? Whose actions may have contributed to this? What might they have done? Try and think of different options to explain it.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Appendix A: Pilot activity sheets for Apply Consequential Thinking

- or each situation described on this sheet, you have two choices.
- You should describe the consequences of making each choice by thinking about the cost(s) and the benefit(s) of making each decision
- An example is given below; you can complete them in any order

A. You get home from school on Tuesday. You have English homework which must be given to your teacher on Wednesday. You have a choice to make as soon as you get home: do your homework or play football with your friends

	Cost(s)	**Benefit(s)**
Do homework	- could miss out on playing football; my friends might not be playing football by the time I finish my homework - could miss out on seeing friends - could miss out on having fun - difficult to concentrate on homework when I know my friends are playing football	- homework is done when I am not as tired - once I'm finished it, I can play football without feeling guilty about not doing my homework
Play football	-might not have time to do homework - might have to do homework when I'm tired so it's not as good - might be tired so doing the homework would take longer - my teacher could be cross with me - I might be asked to redo the homework if it is not of the expected standard	- have fun - see friends - get exercise - I love playing football and I get to do what I love

B. Your aunty and uncle have come to stay for a week. On Saturday, your mum wants everyone to have a family meal together. Your best friend is having their birthday party at the same time, on the same day. You have to decide whether you will go for the family meal or your friend's birthday party.

	Cost(s)	Benefit(s)
Family meal		
Birthday party		

C. Trials are being held at school for sports teams. There is one trial for a team which you really want to play on. Loads of people are trying out but there are only a few places on the team. At the same time, there is another trial for a team which you're not so bothered about but there are many more places available. You have to decide which trials to attend.

	Cost(s)	**Benefit(s)**
Team with a few places		
Team with lots of places		

D. You have been invited to, and accepted, a play date by someone from your class who you like, but you wouldn't say they were a really good friend. The play date is arranged for Sunday afternoon. Your best friend asked you if you want to play with them on Sunday afternoon. You have to decide what to do about the invitations.

	Cost(s)	Benefit(s)
Play date with someone from your class		
See your best friend		

Appendix A: Pilot activity sheets for Apply Consequential Thinking

- Think back to when you have used the magic 'if in drama.
- For each situation below, you should think about it using the magic 'if'
- You will then write about how that person feels – you can use more than one emotion if you think that is appropriate - and also why you think that

1. **If** Jane got every question correct in her maths assessment, how would she feel?

   _____

   Why? _____

   _____

2. **If** the other boys in Tom's class told him he couldn't join in their game of football at break, how would he feel?

   _____

   Why?

   _____

   _____

3. **If** Gemma had been invited to her first ever sleepover at a friend's house, how would she feel?

   _____

   Why? _____

   _____

4. **If** Olivia didn't do a job her mum had asked her to do then her mum was really cross, how would she feel?

   _____

   Why? _____

   _____

5. **If** a friend came to chat to James because they could see he wasn't very happy, how would James feel?

   _____

   Why? _____

6. **If** John was chosen to be on the student council, how would he feel?

   _____

   Why? _____

   _____

7. If Anna was chosen to be captain of her hockey team, how would she feel?

_____

Why? _____

_____

8. If Max's homework was already a day late and he had forgotten it again, how would he feel?

_____

Why? _____

_____

9. If Josh was good friends with the boys in his class but could only invite five of them to his birthday party, how would he feel?

_____

Why? _____

_____

10. If Jacob had broken the whiteboard in the classroom and someone else got the blame, how would Jacob feel?

_____

Why? _____

_____

Appendix A: Pilot activity sheets for Exercise Optimism

Sometimes things don't work out the way you hoped they would. This can mean you don't get something you wanted or you are disappointed with the outcome compared to what you expected. For each of these events, suggest two actions for the person who experienced them which would help them to change the outcome to a successful one in future.

Event	2 ways to overcome these outcomes	
Not being invited to a friend's birthday party		
Not being chosen for a school sports' team		
Missing out on the main role in a drama production		
Getting lots of questions wrong in a mental maths assessment		
Not understanding an activity in school		

Event	2 ways to overcome these outcomes	
Not meeting your English target		
Not being chosen to be on the student council		
Missing a goal in a football match		
Getting lots of questions wrong in a maths assessment		

Appendix A: Pilot activity sheets for Exercise Optimism
- Your task today is to take on the role of an agony aunt.
- They usually work for a newspaper or magazine. Someone will write a letter or email to the newspaper; the agony aunt will publish a reply which gives advice about how to overcome the problem.
- You are going to write a reply to a reader's problem
- Your reply should be as optimistic as possible
- Your response should show the person who wrote the letter that what happened was temporary, isolated and also suggest ways in which they could overcome it

Example
Dear Joan
I was devastated about the results of my music exam, which I failed recently. It was such a shock. Admittedly, I didn't practise every day like my teacher advised but I still felt that I had a good chance of passing. I feel like I don't want to go on playing the guitar any more; I'm obviously not very talented at it and there is no point in doing any more exams, especially if I'm only going to get such a poor mark. I can't face being this upset again.
Disappointed from Singapore

Dear Disappointed
I can understand that this must have been very upsetting for you; failing an exam is always a disheartening experience. However, the way you think about this is really important in making sure you stay positive. It would be good for you to remember that one failed exam does not mean you have no talent and it certainly does not mean that the same thing will happen in future exams. You said yourself that you didn't practise every day – increasing your practise time is a positive step which you can take to ensure that you will pass your next exam with flying colours. It is understandable that you don't want to feel this upset again so think about all the positive actions you can take to make sure you do better in your next exam. Maybe chatting to your teacher would help too; they may be able to suggest certain areas for you to focus on when you practise.
From Joan

Problem for you to answer
Dear Joan
I have been best friends with the same person since Year 2 but recently I feel like they don't want to spend time with me. They never accept invitations to come over to my place and they have started to invite other people to their house for play dates instead of me. Even worse, when we are at school, they have started going out for break and lunch time with other people in the class and leaving me behind. It's all very upsetting. I feel very alone and don't think there is any point in trying to be friends with other people. After all, if my friend doesn't want to spend time with me, why would anyone else?
Upset from Year 5
Appendix A: Pilot activity sheets for Exercise Optimism
- Your task today is to think back to a time when you didn't achieve something you hoped to. This can be in school or outside of school.
- You are going to write an explanation of that, making it as optimistic as possible
- Your explanation should show that what happened was temporary, isolated and also suggest ways in which you could overcome it

<u>Example</u>
I was very disappointed with the low mark I attained on a mental maths assessment recently.

Temporary	- one bad mark does not mean I am bad at mental maths - I am disappointed now but this will pass in time; I'll feel much less disappointed by tomorrow and even less so by next week
Isolated	- it's only one assessment - I was happy with my mark on the other mental maths assessments - I am good at mental maths questions when we do them in the classroom
Ways in which this can be overcome	- I can practise my times tables at home - I can go on the computer and challenge myself with timed tests - I can talk to my teacher about areas which I need to practise - I can aim to beat my score in the next mental maths assessment in class

Now think of your own example:

Temporary	
Isolated	
Ways in which this can be overcome	

Appendix A: Pilot activity sheets for Exercise Optimism

Today's activity is a team building task; you need to work in groups of 4. Make sure they are integrated.

Problem: Your plane crashed and you have all been washed up on an island. Decide on 12 things you will need to survive; write one item on each of the blank cards you have been given. You MUST agree on each item as a group – you have 15 minutes to complete the task. If you complete this, rank the items in order of importance.

Keep a record of how you feel throughout the task

Emotion(s)	When I felt like this

Now think about these questions:
- How did you feel about completing the task?
- What kept you going and stopped you from giving up?

Appendix A: Pilot activity sheets for Increase Empathy

- Think about a character in a traditional tales which you have read (e.g. Goldilocks, Sleeping Beauty, Hansel and Gretel etc.),
- Record the main events which happened to that character throughout the story (if you're stuck, you can use the events already in the table for Little Red Riding Hood). Use the version you are most familiar with.
- For each event, record how you think they would be feeling. This might be one or more emotions; it's up to you to decide. Make sure you describe the character's emotions in as much detail as possible
- Finally, if you can, try to explain why your character would have experienced these emotions at these particular times.

Event	Emotion(s) you think your character experienced	Why would they feel like this?
Little Red Riding Hood's (LRRH) mum asks her to go to Granny's house		
LRRH sets off through the woods to Granny's house		
She knocks on Granny's door; Granny tells her to come in		
LRRH goes into the bedroom and see Granny in bed; something seems strange		
She tells Granny her ears look big; Granny say this is so she can hear LRRH better		
She tells Granny her eyes look big; Granny say this is so she can see LRRH better		
She tells Granny her teeth look big; Granny says this is so she can EAT LRRH then jumps out of bed!		

LRRH realises Granny is the wolf and runs outside with the wolf chasing her	239	
LRRH finds a woodcutter and he kills the wolf		
They find Granny in the wardrobe		

Event	Emotion(s) you think your character experienced	Why would they feel like this?

Appendix A: Pilot activity sheets for Increase Empathy
- Talk to your partner about their day yesterday
- As they talk, you need to record two things in the table
- The events of their day
- How **you think** each event made them feel
- Now ask your partner how they **actually** felt during each event

Event	Emotion(s) you think your partner experienced	Emotion(s) your partner actually experienced

Once you have finished...
- Did you name the same emotions as them?
- If your answer is yes, how did you do that?
- If your answer is no, how do you think you could name similar emotions to them if you did the task again?

Appendix A: Pilot activity sheets for Increase Empathy
- Read the text carefully – it will tell you about a specific scene in a traditional tale.
- Once you have read it, you need to think about the emotions that each character is experiencing at that point in time
- Write these down underneath. You may need to use more than one emotion word.
- You can complete the activity in any order

Goldilocks and the three bears

The three bears have returned to their house. They discovered that someone has eaten their breakfast and broken their chairs. All of them are now in the bedroom. They have just woken Goldilocks up.

Write the emotions that each character is experiencing at this moment and explain why you think they would feel this way:

Character	Emotion(s)	Explain why they feel this way
Goldilocks		
Baby Bear		
Daddy Bear		
Mummy Bear		

<u>Sleeping Beauty</u>

The christening for the King and Queen's new baby is being held. They have just seen that the bad fairy, who was not invited, has arrived in the hall and is approaching the baby.

Write the emotions that each character is experiencing at this moment and explain why you think they would feel this way:

Character	Emotion(s)	Explain why they feel this way
Queen		
King		
Bad fairy		

<u>Cinderella</u>

The prince is at Cinderella's house with his assistant. Both the ugly sisters have tried on the shoe; it fitted neither of them. The prince has just spotted Cinderella; she just tried the shoe on and it fitted perfectly.

Write the emotions that each character is experiencing at this moment and explain why you think they would feel this way:

Character	Emotion(s)	Explain why they feel this way
Prince		
Prince's assistant		
Cinderella		
Ugly sisters		

<u>Little Red Riding Hood</u>

Little Red Riding Hood and the woodcutter ran back towards Granny's cottage and are standing, facing the wolf, who is still dressed in Granny's clothes.

Write the emotions that each character is experiencing at this moment and explain why you think they would feel this way:

Character	Emotion(s)	Explain why they feel this way
Wolf		
Little Red Riding Hood		
Woodcutter		

Appendix A: Pilot activity sheets for Increase Empathy
- Work in pairs
- Choose an emotion card
- How can you show you are feeling this emotion? Practise your facial expression
- One of you should make the facial expression while your partner takes the photo.
- Record which expressions you photographed in the correct order – we'll be using them for another task

Disappointment	Optimism	Disgust	Joy
Remorse	Trust	Sadness	Acceptance
Contempt	Submission	Surprise	Anticipation
Aggression	Awe	Fear	Anger

Appendix A: Pilot activity sheets for Increase Empathy

<u>Instructions</u>

- join with another pair from our last activity
- exchange your photos of facial expressions for different emotions and the emotion cards you used with the other pair
- try to match their pictures with the correct emotion card

Appendix B: Main study activity sheets for Enhance Emotional Literacy
    <u>**Activity: Use online dictionaries to find a definition for each emotion word.**</u>

Merriam-Webster's Word Central

Dictionary - Yahoo! Kids

Some things to remember:
- These activities have a focus on emotions, so if there is more than one definition, choose the one which most applies to emotions.
- Some words may still have more than one definition; write down what you think is appropriate
- If you don't understand the definition from one dictionary, try using a different dictionary
- For some words, you might have to try looking for the root word to get a clear definition. For example, instead of 'disappointment' you could try 'disappoint'.
- You can copy and paste the words into the online dictionaries to make sure the spelling is correct.
- You can write or type the definition next to each word but you should choose the quickest way of recording your findings.

Joy	
Acceptance	
Anticipation	
Anger	
Disgust	
Sadness	
Surprise	
Fear	
Optimism	
Trust	
Submission	
Awe	

Disappointment	249
Remorse	
Contempt	
Aggression	

Appendix B: Main study activity sheets for Enhance Emotional Literacy
      Activity: Use online dictionaries to find a definition for each emotion word.

Merriam-Webster's Word Central

Dictionary - Yahoo! Kids

Some things to remember:
- These activities have a focus on emotions, so if there is more than one definition, choose the one which most applies to emotions.
- Some words may still have more than one definition; write down what you think is appropriate
- If you don't understand the definition from one dictionary, try using a different dictionary
- For some words, you might have to try looking for the root word to get a clear definition. For example, instead of 'contentment' you could try 'content'
- You can copy and paste the words into the online dictionaries to make sure the spelling is correct.
- You can write or type the definition next to each word but you should choose the quickest way of recording your findings.

Grief	
Serenity	
Joy	
Ecstasy	
Love	
Acceptance	
Trust	
Admiration	

Submission	251
Apprehension	
Fear	
Terror	
Awe	
Distraction	
Surprise	
Amazement	
Disapproval	
Pensiveness	
Sadness	
Remorse	
Boredom	

Disgust	
Loathing	
Contempt	
Rage	
Anger	
Annoyance	
Aggression	
Vigilance	
Anticipation	
Interest	
Optimism	

Appendix B: Main study activity sheets for Enhance Emotional Literacy
<u>**Activity B: Match emotions and definitions (complex)**</u>

Joy	a feeling of great pleasure or happiness that comes from success, good fortune, or a sense of well-being
Acceptance	the quality or state of being accepted or acceptable
Anticipation	pleasurable expectation
Anger	a strong feeling of displeasure and usually of opposition toward someone or something
Disgust	a strong feeling of dislike caused especially by something sickening or vile
Sadness	filled with or expressing grief or unhappiness
Surprise	- to encounter suddenly or unexpectedly; take or catch unawares - to feel wonder, astonishment or amazement, as at something unanticipated
Fear	an unpleasant, often strong emotion, caused by expectation or awareness of danger; concern about what may happen
Optimism	expecting everything to turn out for the best
Trust	- firm belief in the character, ability, strength, or truth of someone or something - a person or thing in which confidence is placed
Submission	the condition of being humble or obedient
Awe	a feeling of mixed fear, respect, and wonder
Remorse	a deep regret coming from a sense of guilt for past wrongs
Contempt	freedom from worry or restlessness; peaceful satisfaction
Aggression	hostile or destructive behaviour, outlook or actions

Pensiveness	- dreamily thoughtful - sad thoughtfulness
Interest	readiness to be concerned with or moved by something
Serenity	complete calm
Ecstasy	- a state of being beyond reason and self-control - a state of overwhelming emotion - very great joy
Admiration	a feeling of great and delighted approval
Apprehension	fear of or uncertainty about what may be coming
Love	- a quality or feeling of strong or constant affection for and dedication to another - warm attachment, enthusiasm, or devotion
Terror	a state of great fear
Distraction	to draw the attention or mind to something else
Amazement	great surprise or astonishment
Disapproval	to dislike or be against someone or something
Boredom	the state of being bored
Loathing	to feel extreme disgust for or at
Rage	- very strong and uncontrolled anger - a fit of violent anger
Annoyance	to disturb or irritate especially by repeated acts
Vigilance	alert to signs of danger
Grief	- deep sorrow - a cause of sorrow

Work in pairs to match the name of each emotion with its definition.

Appendix B: Main study activity sheets for Enhance Emotional Literacy
Activity B: Match emotions and definitions (basic)

Joy	a feeling of great pleasure or happiness that comes from success, good fortune, or a sense of well-being
Acceptance	the quality or state of being accepted or acceptable
Anticipation	pleasurable expectation
Anger	a strong feeling of displeasure and usually of opposition toward someone or something
Disgust	a strong feeling of dislike caused especially by something sickening or evil
Sadness	filled with or expressing grief or unhappiness
Surprise	- to encounter suddenly or unexpectedly; take or catch unawares - to feel wonder, astonishment or amazement, as at something unanticipated
Fear	an unpleasant, often strong emotion, caused by expectation or awareness of danger; concern about what may happen
Optimism	expecting everything to turn out for the best
Trust	- firm belief in the character, ability, strength, or truth of someone or something - a person or thing in which confidence is placed
Submission	the condition of being humble or obedient
Awe	a feeling of mixed fear, respect, and wonder
Disappointment	- fail to satisfy the hope, desire, or expectation of - to frustrate or thwart
Remorse	a deep regret coming from a sense of guilt for past wrongs
Contempt	the act of despising or being despised
Aggression	hostile or destructive behaviour, outlook or actions

Appendix B: Main study activity sheets for Enhance Emotional Literacy
- Choose an emotion card and write the emotion in the table
- Think back to a time when you felt like this – what was it? Write this in the next column
- If you don't think you have experienced this emotion, write down a situation which might lead you to feel like this.

Emotion	When I experienced it / might experience it

Appendix B: Main study activity sheets for Enhance Emotional Literacy

Activity: Match up opposite emotions (antonyms) and shade them in the same colour

Joy		Fear
Anticipation		Sadness
Anger		Surprise
Disgust		Acceptance

Once you have finished, use a dictionary to collect more emotion words. Look for the opposite meaning (antonym) and record this too.

Emotion	Antonym

Appendix B: Main study activity sheets for Enhance Emotional Literacy
Activity: Use each of these emotion words in a sentence to show you understand its meaning

Example: stressed
She was very <u>stressed</u> about getting her work done in time.

If you finish these, write some sentences using emotion words of your own choosing.

Awe	Submission	Disappointment	Optimism
Fear	Joy	Trust	Surprise
Aggression	Disgust	Sadness	Anger
Anticipation	Contempt	Remorse	Acceptance

Appendix B: Main study activity sheets for Enhance Emotional Literacy
Activity: Use each of these emotion words in a sentence to show you understand its meaning

Example: stressed
She was very <u>stressed</u> about getting her work done in time.

If you finish these, write some sentences using emotion words of your own choosing.

Grief	Submission	Surprise	Loathing
Serenity	Apprehension	Amazement	Contempt
Joy	Fear	Disapproval	Rage
Ecstasy	Terror	Pensiveness	Anger
Love	Awe	Sadness	Annoyance
Acceptance	Interest	Remorse	Aggression
Trust	Optimism	Boredom	Vigilance
Admiration	Distraction	Disgust	Anticipation

Appendix B: Main study activity sheets for Enhance Emotional Literacy

- In the table, write down memorable events from your day yesterday
- Now write how each event made you feel
- You may need to write more than one emotion

Memorable event	Emotion(s)

Appendix B: Main study activity sheets for Enhance Emotional Literacy

- Work in groups of 3 or 4.
- Using the emotion cards, talk together about which cards should belong in the same group.
- There are no right or wrong answers for today's activity. It is entirely up to you to decide the criteria you will use to group the emotions.
- Write the groups of emotion names in this space.
- Please also write the reason why you put them together.
- In the table, write down memorable events from your day yesterday
- Now write how each event made you feel
- You may need to write more than one emotion

Memorable event	Emotion(s)

Appendix B: Main study activity sheets for Enhance Emotional Literacy
- Your task today is to order emotion words.
- There are several emotion words for each group.
- Write each on the line where you think it belongs.

<u>Emotions you feel most comfortable with to emotions you feel least comfortable with</u>

1. anticipation   sadness   trust

_____

Most comfortable   Least comfortable

2. surprise   disgust   joy

_____

Most comfortable   Least comfortable

3. anger   sadness   awe

_____

Most comfortable   Least comfortable

Most intense to least intense

6. trust   admiration   acceptance

_____
Least intense   Most intense

7. distraction   amazement   surprise

_____
Least intense   Most intense

8. apprehension   terror   fear

_____
Least intense   Most intense

9. rage   annoyance   rage

_____
Least intense   Most intense

10. grief   sadness   pensiveness

_____
Least intense   Most intense

Appendix C: Main study activity sheets for Apply Consequential Thinking

- For each situation described on this sheet, you have two choices; you can either continue or give up.
- You should describe the consequences of making each choice, thinking about the cost(s) and the benefit(s) of continuing and giving up. Try to think of one reason for each box.
- An example is given below; you can complete them in any order.

Attending trials for the school basketball team

	Cost(s)	Benefit(s)
Continue	- you might not be chosen to play - you might feel embarrassed if other people are better than you	- you get chosen for the team - make new friends on the team - get regular exercise and keep healthy
Give up	- you will definitely never be picked for the team - you will feel guilty for not trying - you might regret giving up - there might not be another opportunity to try out for a while	- no risk of being embarrassed or upset if you are not picked - can spend the time doing something else - relief that the pressure is off

Improving your drawing skills

	Cost(s)	Benefit(s)
Continue		
Give up		

Trying out for a solo in the Year 5 concert

	Cost(s)	Benefit(s)
Continue		
Give up		

Trying to make new friends in your class

	Cost(s)	Benefit(s)
Continue		
Give up		

Appendix C: Main study activity sheets for Apply Consequential Thinking
- For each situation described on this sheet, you have two choices.
- You should describe the consequences of making each choice by thinking about the cost(s) and the benefit(s) of making each decision
- An example is given below; you can complete them in any order

You get home from school on Tuesday. You have English homework which must be given to your teacher on Wednesday. You have a choice to make as soon as you get home: do your homework or play football with your friends

	Cost(s)	Benefit(s)
Do homework	- could miss out on playing football; my friends might not be playing football by the time I finish my homework - could miss out on seeing friends - could miss out on having fun - difficult to concentrate on homework when I know my friends are playing football	- homework is done when I am not as tired - once I'm finished it, I can play football without feeling guilty about not doing my homework
Play football	-might not have time to do homework - might have to do homework when I'm tired so it's not as good - might be tired so doing the homework would take longer - my teacher could be cross with me - I might be asked to redo the homework if it is not of the expected standard	- have fun - see friends - get exercise - I love playing football and I get to do what I love

Your aunty and uncle have come to stay for a week. On Saturday, your mum wants everyone to have a family meal together. Your best friend is having their birthday party at the same time, on the same day. You have to decide whether you will go for the family meal or your friend's birthday party.

	Cost(s)	Benefit(s)
Family meal		
Birthday party		

Trials are being held at school for sports teams. There is one trial for a team which you really want to play on. Loads of people are trying out but there are only a few places on the team. At the same time, there is another trial for a team which you're not so bothered about but there are many more places available. You have to decide which trials to attend.

	Cost(s)	Benefit(s)
Team with a few places		
Team with lots of places		

You have been invited to, and accepted, a play date by someone from your class who you like, but you wouldn't say they were a really good friend. The play date is arranged for Sunday afternoon. Your best friend asked you if you want to play with them on Sunday afternoon. You have to decide what to do about the invitations.

	Cost(s)	Benefit(s)
Play date with someone from your class		
See your best friend		

Appendix C: Main study activity sheets for Apply Consequential Thinking
- Each situation described on this sheet has occurred as a result of various decisions by those people involved.
- Your job is to think about what actions might have led to this final situation
- You can approach these tasks in any order

End situation: A family are sitting having dinner together. Mum and Dad keep looking at one another and nodding towards their son. He is eating dinner without speaking or making eye contact with either of them.

What do you think happened to produce this final situation? Whose actions may have contributed to this? What might they have done? Try and think of different options to explain it.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

End situation: A child in Year 5 is asked to come to the front during an assembly

What do you think happened to produce this final situation? Whose actions may have contributed to this? What might they have done? Try and think of different options to explain it.

_____
_____
_____
_____
_____
_____
_____
_____
_____

End situation: Two children are asked to stay in during break time.
What do you think happened to produce this final situation? Whose actions may have contributed to this? What might they have done? Try and think of different options to explain it.

_____
_____
_____
_____
_____
_____
_____
_____
_____

Appendix C: Main study activity sheets for Apply Consequential Thinking

- Think about when you made a decision with great or positive consequences
- This can be a big decision or a small decision
- For each one, complete a table below

What was the decision?	
How did you feel when you made the decision?	
How did you feel when you experienced the consequences? (You can include costs and benefits)	
What has this shown you?	

What was the decision?	
How did you feel when you made the decision?	
How did you feel when you experienced the consequences? (You can include costs and benefits)	
What has this shown you?	

Appendix C: Main study activity sheets for Apply Consequential Thinking

- Think back to when you have used the magic 'if in drama.
- For each situation below, you should think about it using the magic 'if'
- You will then write about how that person feels – you can use more than one emotion if you think that is appropriate - and also why you think that

1. **If** Jane got every question correct in her maths assessment, how would she feel?

   _____

   Why? _____

   _____

2. **If** the other boys in Tom's class told him he couldn't join in their game of football at break, how would he feel?

   _____

   Why? _____

   _____

3. **If** Gemma had been invited to her first ever sleepover at a friend's house, how would she feel?

   _____

   Why? _____

   _____

4. **If** Olivia didn't do a job her mum had asked her to do then her mum was really cross, how would she feel?

   _____

   Why? _____

   _____

5. **If** a friend came to chat to James because they could see he wasn't very happy, how would James feel?

   _____

   Why? _____

   _____

6. **If** John was chosen to be a Class Rep, how would he feel?

   _____

   Why? _____

   _____

7. **If** Anna was chosen to be captain of her hockey team, how would she feel?

_____

Why? _____

_____

8. **If** Max's homework was already a day late and he had forgotten it again, how would he feel?

_____

Why? _____

_____

9. **If** Josh was good friends with the boys in his class but could only invite five of them to his birthday party, how would he feel?

_____

Why? _____

_____

10. If Jacob had broken the whiteboard in the classroom and someone else got the blame, how would Jacob feel?

_____

Why? _____

_____

Appendix D: Main study activity sheets for Exercise Optimism

Sometimes things don't work out the way you hoped they would. This can mean you don't get something you wanted or you are disappointed with the outcome compared to what you expected. For each of these events, suggest two actions for the person who experienced them which would help them to change the outcome to a successful one in future.

Event	2 ways to overcome these outcomes	
Not being invited to a friend's birthday party		
Not being chosen for a school sports' team		
Missing out on the main role in a drama production		
Getting lots of questions wrong in a mental maths assessment		
Not understanding an activity in school		
Not meeting your English target		
Not being chosen to be a Class Rep		
Missing a goal in a football match		
Getting lots of questions wrong in a maths assessment		

Appendix D: Main study activity sheets for Exercise Optimism
- Your task today is to take on the role of an agony aunt.
- They usually work for a newspaper or magazine. Someone will write a letter or email to the newspaper; the agony aunt will publish a reply which gives advice about how to overcome the problem.
- You are going to write a reply to a reader's problem
- Your reply should be as optimistic as possible
- Your response should show the person who wrote the letter that what happened was temporary, isolated and also suggest ways in which they could overcome it

Example
Dear Joan
I was devastated about the results of my music exam, which I failed recently. It was such a shock. Admittedly, I didn't practise every day like my teacher advised but I still felt that I had a good chance of passing. I feel like I don't want to go on playing the guitar any more; I'm obviously not very talented at it and there is no point in doing any more exams, especially if I'm only going to get such a poor mark. I can't face being this upset again.
Disappointed from Singapore

Dear Disappointed
I can understand that this must have been very upsetting for you; failing an exam is always a disheartening experience. However, the way you think about this is really important in making sure you stay positive. It would be good for you to remember that one failed exam does not mean you have no talent and it certainly does not mean that the same thing will happen in future exams. You said yourself that you didn't practise every day – increasing your practise time is a positive step which you can take to ensure that you will pass your next exam with flying colours. It is understandable that you don't want to feel this upset again so think about all the positive actions you can take to make sure you do better in your next exam. Maybe chatting to your teacher would help too; they may be able to suggest certain areas for you to focus on when you practise.
From Joan

Problem for you to answer
Dear Joan
I have been best friends with the same person since Year 2 but recently I feel like they don't want to spend time with me. They never accept invitations to come over to my place and they have started to invite other people to their house for play dates instead of me. Even worse, when we are at school, they have started going out for break and lunch time with other people in the class and leaving me behind. It's all very upsetting. I feel very alone and don't think there is any point in trying to be friends with other people. After all, if my friend doesn't want to spend time with me, why would anyone else?
Upset from Year 5

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Appendix D: Main study activity sheets for Exercise Optimism
- Your task today is to think back to a time when you didn't achieve something you hoped to. This can be in school or outside of school.
- You are going to write an explanation of that, making it as optimistic as possible
- Your explanation should show that what happened was temporary, isolated and also suggest ways in which you could overcome it

Example

I was very disappointed with the low mark I attained on a mental maths assessment recently.

Temporary	- one bad mark does not mean I am bad at mental maths - I am disappointed now but this will pass in time; I'll feel much less disappointed by tomorrow and even less so by next week
Isolated	- it's only one assessment - I was happy with my mark on the other mental maths assessments - I am good at mental maths questions when we do them in the classroom
Ways in which this can be overcome	- I can practise my times tables at home - I can go on the computer and challenge myself with timed tests - I can talk to my teacher about areas which I need to practise - I can aim to beat my score in the next mental maths assessment in class

Now think of your own example:

Temporary	
Isolated	
Ways in which this can be overcome	

Appendix D: Main study activity sheets for Exercise Optimism

- Today's activity is a team building task; you need to work in groups of 4. Make sure they are integrated.

Problem: Your plane crashed and you have all been washed up on an island. Decide on 12 things you will need to survive; write one item on each of the blank cards you have been given. You MUST agree on each item as a group – you have 15 minutes to complete the task. If you complete this, rank the items in order of importance.

Keep a record of how you feel throughout the task

Emotion(s)	When I felt like this

Now think about these questions:
- How did you feel about completing the task?
- What kept you going and stopped you from giving up?

Appendix E: Main study activity sheets for Increase Empathy

- Think about a character in a traditional tale which you have read (e.g. Goldilocks, Sleeping Beauty, Hansel and Gretel etc.)
- Record the main events which happened to that character throughout the story (if you're stuck, you can use the events already in the table for Little Red Riding Hood). Use the version you are most familiar with.
- For each event, record how you think they would be feeling. This might be one or more emotions; it's up to you to decide. Make sure you describe the character's emotions in as much detail as possible
- Finally, if you can, try to explain why your character would have experienced these emotions at these particular times.

Event	Emotion(s) you think your character experienced	Why would they feel like this?
Little Red Riding Hood's (LRRH) mum asks her to go to Granny's house		
LRRH sets off through the woods to Granny's house		
She knocks on Granny's door; Granny tells her to come in		
LRRH goes into the bedroom and see Granny in bed; something seems strange		
She tells Granny her ears look big; Granny say this is so she can hear LRRH better		
She tells Granny her eyes look big; Granny say this is so she can see LRRH better		
She tells Granny her teeth look big; Granny says this is so she can EAT LRRH then jumps out of bed!		
LRRH realises Granny is the wolf and runs outside with the wolf chasing her		
LRRH finds a woodcutter and he kills the wolf		
They find Granny in the wardrobe		

Event	Emotion(s) you think your character experienced	Why would they feel like this?

Appendix E: Main study activity sheets for Increase Empathy
- Talk to your partner about their day yesterday
- As they talk, you need to record two things in the table
- The events of their day
- How **you think** each event made them feel
- Now ask your partner how they **actually** felt during each event

Event	Emotion(s) you think your partner experienced	Emotion(s) your partner actually experienced

Once you have finished...
- Did you name the same emotions as them?
- If your answer is yes, how did you do that?
- If your answer is no, how do you think you could name similar emotions to them if you did the task again?

Appendix E: Main study activity sheets for Increase Empathy
- Read the text carefully – it will tell you about a specific scene in a traditional tale.
- Once you have read it, you need to think about the emotions that each character is experiencing at that point in time
- Write these down underneath. You may need to use more than one emotion word.
- You can complete the activity in any order

Goldilocks and the three bears

The three bears have returned to their house. They discovered that someone has eaten their breakfast and broken their chairs. All of them are now in the bedroom. They have just woken Goldilocks up.

Write the emotions that each character is experiencing at this moment and explain why you think they would feel this way:

Character	Emotion(s)	Explain why they feel this way
Goldilocks		
Baby Bear		
Daddy Bear		
Mummy Bear		

Sleeping Beauty

The christening for the King and Queen's new baby is being held. They have just seen that the bad fairy, who was not invited, has arrived in the hall and is approaching the baby.

Write the emotions that each character is experiencing at this moment and explain why you think they would feel this way:

Character	Emotion(s)	Explain why they feel this way
Queen		
King		
Bad fairy		

Cinderella

The prince is at Cinderella's house with his assistant. Both the ugly sisters have tried on the shoe; it fitted neither of them. The prince has just spotted Cinderella; she just tried the shoe on and it fitted perfectly.

Write the emotions that each character is experiencing at this moment and explain why you think they would feel this way:

Character	Emotion(s)	Explain why they feel this way
Prince		
Prince's assistant		
Cinderella		
Ugly sisters		

Little Red Riding Hood

Little Red Riding Hood and the woodcutter ran back towards Granny's cottage and are standing, facing the wolf, who is still dressed in Granny's clothes.

Write the emotions that each character is experiencing at this moment and explain why you think they would feel this way:

Character	Emotion(s)	Explain why they feel this way
Wolf		
Little Red Riding Hood		
Woodcutter		

Appendix E: Main study activity sheets for Increase Empathy

- Work in pairs
- Choose an emotion card
- How can you show you are feeling this emotion? Practise your facial expression
- One of you should make the facial expression while your partner takes the photo.
- Record which expressions you photographed in the correct order – we'll be using them for another task

Disappointment	Optimism	Disgust	Joy
Remorse	Trust	Sadness	Acceptance
Contempt	Submission	Surprise	Anticipation
Aggression	Awe	Fear	Anger

Appendix E: Main study activity sheets for Increase Empathy

- Work in pairs
- Choose an emotion card
- How can you show you are feeling this emotion? Practise your facial expression
- One of you should make the facial expression while your partner takes the photo.
- Record which expressions you photographed in the correct order – we'll be using them for another task

Grief	Submission	Disapproval	Rage
Serenity	Apprehension	Pensiveness	Anger
Joy	Fear	Sadness	Annoyance
Ecstasy	Terror	Remorse	Aggression
Love	Awe	Boredom	Vigilance
Acceptance	Distraction	Disgust	Anticipation
Trust	Surprise	Loathing	Interest
Admiration	Amazement	Contempt	Optimism

Appendix F: Detailed feedback on each activity for pilot study
EEL Activity: use online dictionaries to find a definition for each emotion word
*Need instructions for saving read only copy
Click on links to get to each dictionary

Children wanted to know:
Where to save
Where to find folder
Can we copy and paste? (Yes)
Can you write in your own definition? (No, use the dictionary definition)
Do you write down all the definitions? (Asked to look at instructions again)

*Took 10 mins to settle down to finding definitions but had just had parents in to look at all of their work
*Children asking each other for help; make sure they know how to copy & paste
*One girl – looking for 'sadness' referred her back to instructions (i.e. looking for root word)

Basic
- Varying amounts of words completed
- Slow to write, all need to copy and paste
- 2 different definitions on each website, should put one website (KJ)
- 1st website was easier
- 1 morning slot / 1½; 30 mins needed to complete all words

Complex
- MW dictionary confusing
- Read definitions before pasting
- 2 morning jobs (40 mins) needed to complete

EEL Activity: match definitions to emotions
- Can we spread them out?
- Watch out for dropped cards
- Maybe need instruction to spread out? 1 pair needed help with this
- Need to ask children to blu-tac them on to poster paper so they can continue / display in classroom
- Maybe could match basic for one morning job, then remaining complex for rest of morning job
- Need to check they are correct at end –either give children sheet with answers to self-assess or assess as class?

Basic emotion cards	
Stars	**Wishes**
Working in 2s is very easy Good length	Need a bit more time
9 correct Liked some of words Good definitions	2 people in group but better with 3 More time (20 mins)
It was easy for some of them Clear and easy definitions	Check them all before giving them out – some were missing Some were hard so we had to guess

Complex emotion cards	
Stars	**Wishes**
Good explanations Not all easy	More time Less cards
I liked the definition (Got 17 correct	A group of 5 would have been much better Definitions were too close in meaning We need another 10 more minutes
It was fun They weren't too easy (17 correct 2 would be fine)	We think the cream coloured ones would be better. We got the complex ones. We wish there was less
Some easy, some hard Great for team work	Not so long (too many questions) Some emotions descriptions were very hard to match to emotions card
(12 correct) A balance of emotions Some easy, some hard	5 – 6 people Confusing as disgust wasn't 'to feel disgust for or at'
Good emotion words Enough time (4 correct)	We can use a dictionary to match the words Should be a group of 3

EEL Activity: when have you or might you experience this emotion?
All used emotion in appropriate context, showing good understanding of the emotion words (basic or complex)
Q: If I don't know meaning, can I look in dictionary or choose another one?
Q: 2 definitions in dictionary, which one to use? I said any that apply to emotions you have experienced

Basic
Not enough choice

Star	Wish
About the right amount of time Table right size	More choices – I'd rather use complex (not enough choice) I did not understand lots of words but there was not enough time to look in a dictionary
The words aren't as easy, that's the good thing	
Good emotion words, wide range Fun activity	Need more words for basic
The words were challenging and fun to make a scenario	The only problem was not all the words had a scenario There was not much choice
	I think more variety would be good
There weren't much easy ones	The basic ones don't have much choice
This was the best one so far	
Good words Enough room in table	Wasn't enough words
Great for a morning job Clear instructions	Not enough choice for basic

Complex
Easy to understand words
More interesting than basic;
If you don't understand you can choose a different emotion
Makes you think about more similar emotions

Star	Wish
Good words Interesting	More boxes
Good time Good words	Nothing
Correct amount of boxes Complex very good Instructions are very clear and simple	
This was exciting It was a good length	
Best activity Good length Easy to understand	
Very easy	
It was fun	Too many words
Good words, fine cards, makes you think more	Too much similar word
Easy test Fun test	
	Can you make the words a bit easier?
The cards are fine Good use of time It wasn't too difficult	
Fun Cool words	Hard to think of some Some cards are too hard

EEL Activity: Match opposite emotions
Need to check antonyms are available in whichever resource is used – children started using
dictionary and no antonyms available! Had to change to thesaurus in middle of task
Could use emotion cards?
Online thesaurus? Definitely need to use all same resource

Antonyms matched correctly	Collect emotion words	Stars	Wishes
Joy + sadness	Correct - 4	It was very fun	I learned a lot Work with a partner
Joy + sadness Disgust + acceptance	Correct - 2	The questions are really good. There not too easy not too hard	-
Joy + sadness Disgust + acceptance	Correct -2	Very interesting words	Some of the words on one column match up better Give us a thesaurus with antonyms
Joy + sadness Disgust + acceptance	Correct - 3	Easy	More time
Joy + sadness	Correct - 3 - but chose v basic emotions, e.g. love/hate, joyful/miserable	Clear instructions	It was too long
Joy + sadness Anticipation + surprise Anger + fear Disgust + acceptance	Correct - 2		Dictionaries / thesaurus – maybe could find good ones before do activities More useful dictionary
Joy + sadness Anticipation + surprise Anger + fear Disgust + acceptance	Correct - 1	Not confusing Basic	More clearer

Joy + sadness	Correct (also did a lot, found 9 pairs, most found 2, 3 or 4)	Clear instructions Fun activity Only needed about 5 more minutes Fairly easy to find antonyms Right amount of time	Maybe suggest which thesaurus to use
Joy + sadness	Correct – 4	It was very fun I learned what some of these words mean	Hard to use dictionary!
Joy + sadness	Correct – 6	Clear instructions Great for a morning job	Should say to use thesaurus not dictionary
Joy + sadness	Correct – 6	I liked it as it could be as challenging as you want	If we had 10 more minutes we could of finished
Joy + sadness	Correct – 4	The thesaurus was easy to use	We didn't have much time to do the task If you could work in a group of 4
Joy + sadness Anticipation + surprise Anger + fear Disgust + acceptance	Correct – 4	It was fun looking for emotion words It wasn't too hard or easy	You should say look in the thesaurus
Joy + sadness Anticipation + surprise Anger + fear Disgust + acceptance	Correct – 7	Good timing	You could give some clues
Joy + sadness Anticipation + surprise Anger + fear Disgust + acceptance	Correct – 6	Working in 2s is easier than big groups	Need better dictionary and thesaurus which have antonyms

Joy + sadness Anticipation + surprise Anger + fear Disgust + acceptance	Correct – 5	More knowledge of emotions Enough time	Needs easier words Less words to match
Joy + sadness Disgust + acceptance	Correct – 5	-	Instructions to use a thesaurus
Joy + sadness	Correct – 5	It was fun	It took me a long time to find the words People might need more time
Joy + sadness Anticipation + surprise Anger + fear Disgust + acceptance	Correct – 4	It was enjoyable	
Joy + sadness	Correct – 3	Definitely made us think	Work with a partner Not very easy
Joy + sadness	Correct – 1	It was interesting	The antonyms are too hard to find

EEL Activity: Write sentence for emotion word
- Tell children in instructions they can change suffixes when writing the sentences e.g. -ing, -ed
- Can we use synonyms e.g. miserable instead of sad? No
- Display the matched definitions to help
- Underline emotion word in sentences
- Can use 2 emotion words in one sentence if you like

BASIC		
Emotion words used in right context?	**Stars**	**Wishes**
	It was very fun I learned a lot	
	Good range of words Good timing	-
		Instructions not very clear
	I used all the words that I've wrote I know	-
	Easy words	Lots of words
	Fun	
	I think this helps to express ourselves Right amount of emotions	I found it hard to come up with sentences Might need more time
	Enough time Interesting	-
	We had a good amount of time I picked emotions that I knew Fascinating task	-
COMPLEX		
Emotion words used in right context?	**Stars**	**Wishes**
	There were varied words I did the words I knew	
	They were good words because they were mixed up by hard words and easy words	
	-	It was way too long
	It was interesting Not confusing Mixed	More open
	Clear instructions Great for a morning job	It should say you don't have to do them in order

	Fun and challenging	Needed <u>much</u> more time if we needed to finish e.g. 30 mins It may have been better if 2 or 3 people were working on it
	I did ones that I knew!	-
	It was a fun exercise to do	-
	Nice range of words Helped me to understand words	In instructions – you can change the tense
	Good emotion words	In instructions – you can change the tense
	It was fun Not too hard	Don't have to do it in order Instructions – underline emotion words
		Don't have to do in order Can change tense

EEL Activity: chart emotions alongside events of previous day

- Some children finished very quickly, asked them to record emotions for memorable events from any point on the back of the sheet.
- Children all used emotion words correctly according to the context; shows understanding was good

Stars	Wishes
Interesting test Easy task	Nothing
This is now the best one (Used adjectives rather than emotion words)	Maybe have every day instead of just yesterday
Fun Good	
	instead of just yesterday's memories you could ask us to write past memorable memories
	It should be for any time
Very easy Good extension piece	
Great for a morning job Easy at first but ends up a bit hard	None
It was fun I think it's good	You should make it longer
Quite easy	It doesn't have to be from yesterday
Very clear	Make more happen the day before you hand out the page
Challenging Makes you think more	Make it not so many
I liked it because it made you think	
Correct amount of spaces	Maybe it could be experiences of the past week
Helped me with my memory	Needed more spaces
It was good because it was really challenging	

Good timing Fun	
Fun	We could do it any time cos it's hard to do yesterday
Everything else was good	
It was hard to think of things Perfect size	
It was hard	It could be longer
It was fun Had enough time	The other day we didn't have much events yesterday

EEL Activity: group emotions
- Give an example
- Take a photo of words once grouped and write explanation; much quicker. Give children blank cards to write the criteria for grouping on.
- Make it clear that children can sort according to other criteria once finished one

Examples of grouping	Stars and wishes
Admiration and love we put them together because they are quite similar Fear & terror we chose this because we might often feel this in our everyday lives Aggression & rage: we chose this because we just agreed on this as a group	*This took us a long time *It was a good use of time
Been in trouble: anger, rage, fear, terror, apprehension, anticipation Praised: joy, optimism, contempt, amazement, surprise Dislike: grief, loathing, sadness, annoyance, disgust, disapproval Like: love, trust, interest La la land: boredom, distraction Rest of words didn't understand	* A good amount of people in the group * Fun W – less time (they finished the grouping
Good: love, trust, joy, amazement, acceptance, admiration, serenity, vigilance, anticipation, contempt, interest, optimism, ecstasy Middle: submission, surprise Bad: anger, terror, fear, loathing, sadness, rage, boredom, annoyance, grief, awe, disgust, distraction, aggression, disapproval, apprehension	* Good size group * Fun looking up words W - words too complicated W - too hard W - too many words
We are grouping the words in similar categories: being happy being scared	* Very interesting exercise * Enhances knowledge on emotions W – say an example
Scared: Terror, fear, because these two words are scared words. Means the same Sad: sadness, grief. Because, although it means the same thing, grief is a stronger adjective or word Despite: contempt, annoyance, loathing Far far away: distraction, boredom	* Good activity W – name on the top to write your name W – more cards, one basic and one complex in case you finish (more people)

Group 1 (synonyms): sadness & grief; fear & terror; rage, anger & aggression; loathing & disgust; trust & acceptance; amazement & awe; love & admiration; joy & ecstasy Group 2 (antonyms): interest & boredom; sadness & joy; acceptance & disapproval; love & loathing; trust & disapproval Group 3 (words we don't know): optimism, remorse, contempt, pensiveness, submission, anticipation, serenity, vigilance, apprehension	* Instructions easy and simple * Easy to work in groups of 4 W – It would help if we had a page of definitions

EEL Activity: order emotion words on a continuum
- Define 'intense'
- Ext: pick 3 complex cards, order from most to least intense
- Same intensity – put on top of each other

Answers (Correctly placed words in **bold**)	Stars	Wishes
Acceptance-admiration-trust Surprise-distraction-**amazement** Apprehension-fear-terror Annoyance-anger-rage Pensiveness-sadness-grief	Good set out	Needed definitions
Trust-admiration-acceptance Amazement-**surprise**-distraction Fear-terror-apprehension Anger-rage-annoyance Sadness-grief-pensiveness		Maybe only have 2 words instead of 3 Need to put definitions on there
Trust-admiration-acceptance Surprise-amazement-distraction Fear-terror-apprehension Anger-rage-annoyance Sadness-grief-pensiveness	It made me think	
Acceptance- admiration- Trust Distraction-surprise-amazement terror-apprehension-fear Annoyance-anger-rage Sadness-grief-pensiveness	It was a good length	Words were too complicated
admiration- Acceptance-trust **Distraction-** amazement-surprise Apprehension-terror-fear Annoyance-anger-rage Sadness-grief-pensiveness	Good length	It was complicated
Acceptance- admiration- Trust Surprise-distraction-**amazement** Apprehension-fear-terror Anger -annoyance-**rage** Pensiveness-sadness-grief	Very understanding	
Acceptance- admiration- Trust Amazement-distraction-surprise Fear-terror- Apprehension Rage-**anger-**annoyance Sadness-grief-pensiveness	It does make you think a lot about what you're doing	Make instructions more clear

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Acceptance-trust- trust Amazement-**surprise-**distraction Fear-terror-apprehension Rage-**anger-**annoyance Sadness-grief Pensiveness		Instructions for most intense to least intense
Trust- **admiration** Acceptance **Distraction** amazement surprise Apprehension-fear-terror Annoyance-anger-rage Pensiveness-sadness-grief	It was not too hard but not too easy	
Trust Admiration Acceptance Distraction-surprise-amazement Fear-apprehension-**terror** Annoyance-anger-rage Pensiveness-sadness-grief	Clear instructions Great for a morning job	
Acceptance- admiration- Trust Surprise-distraction-**amazement** Apprehension-terror-fear rage-annoyance-anger grief-pensiveness-sadness	Easy words	
Trust Admiration Acceptance Distraction-surprise-amazement Fear-terror-apprehension Anger-**rage** Annoyance Sadness- pensiveness-grief	Fun Good words	More clear instructions Less time
Acceptance-trust Admiration Distraction-surprise-amazement Fear-terror-apprehension Anger Annoyance rage sadness pensiveness **grief**	Good words	Need clearer instructions
Acceptance admiration- Trust Distraction-surprise-amazement Fear apprehension **terror** Anger Annoyance **rage** sadness pensiveness **grief**	Easy to find definitions - sheet	Needs easier words Better instructions

Admiration Acceptance Trust Distraction-surprise-amazement Fear-terror-apprehension anger rage -annoyance - Pensiveness-sadness-grief	There was a good	
Acceptance admiration- Trust Distraction-surprise-amazement Fear apprehension **Terror** Anger Annoyance **rage** Pensiveness-sadness-grief	It was interesting in finding the correct words It was fun	Easier words
Trust Admiration Acceptance Amazement-**surprise-**acceptance Fear-terror-apprehension Annoyance-anger-rage **Pensiveness-** grief sadness-		
Acceptance- -admiration- trust Distraction surprise **Amazement** terror- fear apprehension- Annoyance-anger-rage grief Pensiveness-sadness-	Right length Good words	No right or wrong answers
Acceptance admiration trust **Distraction- -**amazement surprise Apprehension-fear-terror Annoyance-anger-rage Pensiveness-sadness-grief	Instructions easy and simple	
Acceptance-trust-admiration Distraction-surprise-amazement -fear- Apprehension **terror** Annoyance-anger-rage sadness Pensiveness- **-grief**	Right amount of time Was easier when we got a definition sheet I found this activity very tricky	
Acceptance-trust-admiration Distraction-surprise-amazement Apprehension-fear-terror rage **-anger-** Annoyance grief **-sadness-** Pensiveness		I think you should read a bit slower (for the assessment of answers

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Activities: Apply Consequential Thinking

Scenarios with 2 choices

Star	Wish
Good examples	Needs to be more specific (see team example on sheet) 20 more minutes
It was very interesting	10 more minutes
Fun Challenging	Less to do 10 more mins needed
Instructions clear	Need 5 more mins

The magic 'if'

Star	Wish
	Maybe you could make it shorter I need about 10 more minutes
Clear instructions Good time Good questions	Nothing
The questions were very creative	More time (15 mins) would have been much better Less questions would have been easier
It was an easy thing to do	It was too long
	It was too long (20 more minutes)

Decisions with great / positive consequences

Star	Wish
Fun activity Easy task	
	Too long Too short time
	Questions not clear enough Another 10 – 20 mins
Very clear	Make the words a bit more understandable
	Can you write you can do this in any order? That on the last box you should put decision / consequence

Continue or give up

Star	Wish
Easy when there was an example	Too much time, needed about 3 – 5 minutes less
Perfect	
Good activity	Not enough time – 10 mins more
It was fun Great for a morning job	Need about 10 more mins
It is fun Not too long or too short	A bit too hard – didn't know had to do at least one thing for each cost / benefit. Didn't understand what 'cost' and 'benefit' meant

Predict actions from consequence

Star	Wish
Good examples	Need more space to write more Need more examples I think it's better to work on your own
The situations were easy to explain	Instructions are a bit confusing
Good examples	Better instructions like try and think of different options to explain. It could be like this... write more than one example. Something like that.
Extra comments: You can write more than one explanation Cause and effect – you write the story which ends this way	

Decisions with bad / negative consequences

Star	Wish
Good time Good task	A bit clearer instructions by explaining more
It had good questions	It was too repetitive It was really hard
Right amount of time Right length	Maybe do this in pairs
It was quite fun There was a good amount of time	It would be better if we could work in twos
This was fun	None

Activities: Exercise optimism

2 ways to avoid disappointing outcomes

Star	Wish
This was really great and easy to understand It was the right length	I do not have a wish
Good length	No wishes
Very easy	Too short (did 2 of own on back: Not getting in sports team; Forgetting about football team trials)
	The questions need to be more than just work wrong or an opportunity failed 'cause these are a bit too similar e.g. things to do with friendship, things to do with preparing for something
Easy test Interesting test	More complex

Most optimistic explanation (Had to explain meaning of temporary and isolated before children could do the task)

Star	Wish
Clear once explained	There were definitions for isolated, temporary
This is easier than the other tests It was fun	You should right what isolated and temporary
Good activity	In a pair
Perfect for a morning job Enjoyable	Instructions need to be clearer by explaining what isolated and temporary mean

Agony aunt

Star	Wish
Fun task Good time	Clear instructions more info
-	Needs MUCH more time like 45 mins more Super hard, needs to be easier
-	It is very hard; can you make it easier We need more time
-	Too hard The instructions need to be more clear

Team building

Star	Wish
Best ever activity	-
None	That we did not spend so much time writing the items we need I think you should only do 5 items 10 – 15 more minutes
	Need more time
It was fun Not too long	Too hard

Activities: Increase Empathy

Emotion chart for partner

Star	Wish
Correct amount of time Clear instructions	
Clear instructions	Need more time Need list of emotions
You knew what your partner did yesterday	25 more minutes
-	More time (around 5 – 10 minutes)
The instructions were very clear It was very interesting	

Make facial expressions to match emotions

Star	Wish
Good timing Good task	-
Very enjoyable Very understandable	-
Lots of emotion words	Need definitions to make it easier to do faces

Emotion chart for character in book

Star	Wish
Just enough time to do 1st sheet	Not very fun Do not put on back sheet because we would probably need another hour
It was a good activity Good idea	Do not put back side on sheet
It was fun It was not too long	You should erase the back
Brilliant activity Very fun	No back
	I need more time
Fun	
	Hard to do Too long

How is each person feeling?

Star	Wish
Very fun	Too short
-	We need 34 minutes I think
Easy task Fun task	More time
It was very nice to do this EQ activity	
Quite clear what you have to write	Make the stories make sense. Because if someone never heard the story they can't tell

Match photos of facial expressions to emotions

Star	Wish
Really fun	Clearer pictures Next time all groups should be able to take pictures 5/12 right
Clear instructions	People can say what emotions were included 3/7 right
Easy task Fun task	More time
It was very nice to do this EQ activity	
Quite clear what you have to write	Make the stories make sense. Because if someone never heard the story they can't tell

Appendix G: First children's evaluation sheet for questionnaire

Questionnaire: Date:

Age: Gender: boy / girl

Write any vocabulary you didn't understand in this box:

Write any questions you didn't understand in this box:

For the following statements, draw an X on the line to show how you feel:

The questionnaire was the right length

☺————————————☺————————————☹

The questionnaire was interesting

☺————————————☺————————————☹

I was able to answer the questions honestly

☺————————————☺————————————☹

Any other comments:

Appendix H: Refined children's evaluation sheet for questionnaire

Questionnaire: Date: Start time:

Age: Gender: boy / girl   Finish time:

Write any vocabulary you didn't understand in this box:
Write any questions you didn't understand in this box:

For the following statements, draw an X on the line to show how you feel:

The questionnaire was the right length

☺————————————☺————————————☹

The questionnaire was interesting

☺————————————☺————————————☹

I was able to answer the questions honestly

☺————————————☺————————————☹

Explain your answer here:

Any other comments:

Appendix I: Pilot study - Plane crash scenario and list of items for survival

From **http://scoutingclub.com/survival-scenarios.html**

You and your companions have just survived the crash of a small plane. Both the pilot and co-pilot were killed in the crash. It is mid-January, and you are in Northern Canada. The daily temperature is 25 below zero, and the night time temperature is 40 below zero. There is snow on the ground, and the countryside is wooded with several creeks crisscrossing the area. The nearest town is 20 miles away. You are all dressed in city clothes appropriate for a business meeting. Your group of survivors managed to salvage the following items:

A ball of steel wool
A small axe
A loaded .45-caliber pistol
Can of Crisco shortening
Newspapers (one per person)
Cigarette lighter (without fluid)
Extra shirt and pants for each survivor
20 x 20 ft. piece of heavy-duty canvas
A sectional air map made of plastic
One quart of 100-proof whiskey
A compass
Family-size chocolate bars (one per person)

Your task as a group is to list the above 5 items in order of importance for your survival. List the uses for each. You MUST come to agreement as a group.

From **http://scoutingclub.com/survival-scenarios.html**

NASA Exercise: Survival on the Moon

Scenario:

You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. However, due to mechanical difficulties, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to choose 5 and rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point.

_____ Box of matches
_____ Food concentrate
_____ 50 feet of nylon rope
_____ Parachute silk
_____ Portable heating unit
_____ Two .45 calibre pistols
_____ One case of dehydrated milk
_____ Two 100 lb. tanks of oxygen
_____ Stellar map
_____ Self-inflating life raft
_____ Magnetic compass
_____ 5 gallons of water
_____ Signal flares
_____ First aid kit, including injection needle
_____ Solar-powered FM receiver-transmitter

Appendix K: Observation schedule for drama and problem-solving activity

<u>Observation</u>

For the purposes of my thesis, I am using a model of emotional intelligence defined by Six Seconds, an emotional intelligence network.

"Six Seconds defines a healthy, mature individual as one who recognizes the complexity of life, knows who s/he is, has a defined path to follow, and retains a zest for life. As such, we specify eight competencies as being critical for sustaining and promoting life to the fullest under the pursuits of emotional intelligence. Competencies are emotional smarts that you have or are learning to use effectively in everyday life."

My research will focus on four of their eight EQ competencies, or capabilities. Please read the definitions below:

<u>Enhance emotional literacy</u>
Recognising and appropriately expressing emotion; being able to identify and interpret multiple and conflicting emotions

<u>Apply consequential thinking</u>
Evaluating the costs and benefits of choices before acting; being able to assign weight and evaluate the cost and benefit of choices and actions

<u>Exercise Optimism</u>
Identifying multiple options for changing the future; being able to explain adversity as a temporary and an isolated situation that can be changed with personal effort

<u>Increase Empathy</u>
Responding appropriately to others´ feelings; being able to feel concern that comes from imagining the plight of another person

The children will be completing an exercise during the lesson. As they work, please make a note of anything you see which is relevant to each of the 4 competencies. This could include behaviour, comments, facial expressions or anything else which you feel is relevant.

Enhance emotional literacy
Recognising and appropriately expressing emotion; being able to identify and interpret multiple and conflicting emotions

Apply consequential thinking
Evaluating the costs and benefits of choices before acting; being able to assign weight and evaluate the cost and benefit of choices and actions

Exercise Optimism
Identifying multiple options for changing the future; being able to explain adversity as a temporary and an isolated situation that can be changed with personal effort

Increase Empathy
Responding appropriately to others´ feelings; being able to feel concern that comes from imagining the plight of another

Appendix L: Main study – Plane crash in the tropics scenario plan and list of items for survival

Mirroring

- Ask children to remember a time in their own lives when they were lost, alone and afraid (so they can tap that emotion when they come out into the jungle).
- Look at photo of plane crash survivor
- Mirror facial expression on photo
- Use the magic 'if' – if your plane had crash landed and you didn't know where you were or when you would get help, how would you feel? Show that on your face. Partner to mirror that expression. How is your partner feeling? Partners talk out loud when touched on shoulder by teacher. Swap.
- How are you feeling at the minute? Speak when touched on shoulder
- What do you think the future holds for you? Speak when touched on shoulder

Walk the space

- Switch off air con and open windows beforehand!! Play rainforest sounds. Close blinds so it seems dark (as it would be if you were under trees in the rainforest)
- Children to sit in rows under tables together, as on plane seats
- Crawl out from under tables – only one exit
- Move into clear area – clearing in rainforest, rest is trees
- Ask children to walk around, and move under tables as long as they use the one exit, considering how much room they have.

Tableau / Thoughts in the head

- Ask children to move, one by one, into the crash scene, thinking about actions / facial expressions
- What would your character be thinking? Voice thoughts aloud when touched on shoulder - focus on emotions when commenting.

Drama [YouTube - Jungle & Rainforest Ambient Sound Effects](#)

Appendix M: Lost at sea scenario and list of items for survival

You are on a private yacht in the South Pacific; the sea between Asia and America. A fire broke out on the yacht and as a result, a lot of the yacht and its contents have been destroyed. The yacht is now slowly sinking. Your location is not clear because critical navigational equipment has been destroyed. Also, you and the crew were distracted by trying to bring the fire under control. Your best estimate is that you are about one thousand miles southwest of the nearest land. The weather conditions mean there is a constant wind blowing at about 15 miles per hour (which is classed as a medium breeze), the waves may be up to 3 metres in height, there is hardly any rain and the temperature is fairly constant at about 28˚C.

The items listed below were in one piece and undamaged after the fire. You also have a working rubber life raft with oars. The raft is large enough to carry yourself, the crew, and all the items in the following list. The total contents of all survivors' pockets are a packet of cigarettes, several boxes of matches, and five one-dollar notes.

Shaving mirror
A large container full of water (about 20 litres)
Mosquito net from over a bed
12 tins of food (meat, vegetables and fruit, each weighs about 400grams)
Maps of the Pacific Ocean
Seat cushion (floats)
10 litres of boat fuel (a mixture of oil and gas)
Small transistor radio (a small portable radio receiver)
Shark repellent
6 square metres of opaque plastic
One litre of rum
5 metres of nylon rope
Two boxes of chocolate bars
Fishing kit

Your task as a group is to list the top 5 items in order of importance for your survival. List the uses for each. You MUST come to agreement as a group.

Appendix N: Interview schedules

<u>Pupils' interview schedule</u>

In this interview, we will talk about 4 skills:

1. **Enhance Emotional Literacy**
   Paying attention to, and talking about, your own feelings

2. **Apply Consequential Thinking**
   Pausing to assess the influence of feelings so that you are careful about your choices

3. **Exercise Optimism**
   Believing that you have choices and feeling hopeful

4. **Increase Empathy**
   Caring about other people's feelings

Tell me about *enhancing emotional literacy* in your class
How did this change over Year 5?
Tell me about your emotional literacy
How did this change over Year 5?

Tell me about *applying consequential thinking* in your class
How did this change over Year 5?
Tell me about your consequential thinking
How did this change over Year 5?

Tell me about *exercising optimism* in your class
How did this change over Year 5?
Tell me about your optimism
How did this change over Year 5?

Tell me about *increasing empathy* in your class
How did this change over Year 5?
Tell me about your empathy
How did this change over Year 5?

Interview schedule for Assistant headteacher and supply teachers at School X
 "Six Seconds defines a healthy, mature individual as one who recognizes the complexity of life, knows who s/he is, has a defined path to follow, and retains a zest for life. As such, we specify eight competencies as being critical for sustaining and promoting life to the fullest under the pursuits of emotional intelligence. Competencies are emotional smarts that you have or are learning to use effectively in everyday life."

My research will focus on four of their eight EQ competencies, or capabilities. Please read the definitions below:

Enhance emotional literacy
Recognising and appropriately expressing emotion; being able to identify and interpret multiple and conflicting emotions

Apply consequential thinking
Evaluating the costs and benefits of choices before acting; being able to assign weight and evaluate the cost and benefit of choices and actions

Exercise Optimism
Identifying multiple options for changing the future; being able to explain adversity as a temporary and an isolated situation that can be changed with personal effort

Increase Empathy
Responding appropriately to others´ feelings; being able to feel concern that comes from imagining the plight of another person

Questions
1. In terms of *enhancing emotional literacy*, how did the class compare
   a. At the start of the academic year
   b. At the end of the academic year

2. In terms of *applying consequential thinking*, how did the class compare
   a. At the start of the academic year
   b. At the end of the academic year

3. In terms of *exercising optimism*, how did the class compare
   a. At the start of the academic year
   b. At the end of the academic year

4. In terms of *increasing empathy*, how did the class compare
   a. At the start of the academic year
   b. At the end of the academic year

5. Any other comments or observations which you feel are relevant or important?

Appendix O: Consent letter to parents for pilot

Dear parents,

Sarah Whyte is at the research stage of her Doctorate in Education, which she is completing with Newcastle University in the UK. She is planning a research project for her thesis which focuses on the effect of strategies designed to increase children's emotional intelligence. Emotional intelligence concerns children's awareness of their own feelings and the feelings of others. It also looks at how optimistic children are, in addition to their resilience to events. This is an area which **SCHOOL X** already addresses through the PSHCE curriculum at school and one which is increasing in importance in terms of its place within the curriculum as a whole, both here and in the UK. Although everyone is born with differing levels of emotional intelligence, it is a skill which can be taught. A lot of research has been conducted which has displayed that children may benefit from increased emotional intelligence, and these benefits may extend into adulthood.

In her research, Sarah is aiming to develop short, independent activities for Year 5 lasting for around 10 – 15 minutes which will enhance children's emotional intelligence. In addition, children will also be completing a questionnaire to work out what effect these activities have had on their level of emotional intelligence. Ideally, it would be great if her class this year could try out different activities and give their feedback, such as the length of time each activity takes to complete and how clear the instructions are. They would also be invited to trial one or two questionnaires (which have been developed already and used with other children of this age) and again give their feedback on which they feel was more appropriate for them to complete. This would not detract in any way from the curriculum; the independent activities would be done as a morning job before lessons start, and the questionnaire trials would last no longer than an hour each. Please also let me reassure you that the data collected will be treated with the utmost confidentiality. Neither the school nor any children will be named in the written thesis; this is also checked very carefully by the university before any work is submitted.

Sarah would really appreciate your help and support with this matter. As you can imagine, because this research will be carried out with children, the ethical approval procedure is very thorough. She has been granted approval from school to conduct the research and has completed a lengthy ethics form for the university. The next stage in this process is to obtain your consent. The subject matter which will be covered by these activities is part of the current curriculum here at **SCHOOL X** at the present time, but as she will be writing about the results of completing certain activities, parental consent is essential. If you are happy for your child to participate, please sign and return the form at the bottom of this letter. Please do get in touch if you have any queries about this; both Sarah and myself are more than happy to discuss this further.

HEAD OF SCHOOL X

Appendix P: Consent letter to parents for main research

Dear parents,

Sarah Whyte is at the research stage of her Doctorate in Education, which she is completing with Newcastle University in the UK. She is planning a research project for her thesis which focuses on the effect of strategies designed to increase children's emotional intelligence. Emotional intelligence concerns children's awareness of their own feelings and the feelings of others. It also looks at how optimistic children are, in addition to their resilience to events. This is an area which **SCHOOL X** already addresses through the PSHCE curriculum at school and one which is increasing in importance in terms of its place within the curriculum as a whole, both here and in the UK. Although everyone is born with differing levels of emotional intelligence, it is a skill which can be taught. A lot of research has been conducted which has displayed that children may benefit from increased emotional intelligence, and these benefits may extend into adulthood.

Sarah has developed short, independent activities for Year 5, each lasting for around 10 – 15 minutes, which are designed to enhance children's emotional intelligence. The children would complete over the course of Term 2 and 3. This would not detract in any way from the curriculum; the independent activities would be done as a morning job before lessons start. In addition, children will complete two questionnaires at several points over the year to work out what effect these activities have had on their level of emotional intelligence. One of the questionnaires takes around 10 minutes, the other up to 30 minutes for children to complete. In Term 1, children would complete a drama-based problem solving exercise in addition to a reading comprehension. These would be repeated at the end of the academic year. Again, each activity here would last around 45 minutes.

All of the activities and questionnaires were trialled by her Year 5 class last year and have been edited and improved as appropriate based on the children's comments. Please also let me reassure you that the data collected will be treated with the utmost confidentiality. Neither the school nor any children will be named in the written thesis; this is also checked very carefully by the university before any work is submitted.

Sarah would really appreciate your help and support with this matter. As you can imagine, because this research will be carried out with children, the ethical approval procedure is very thorough. She has been granted approval from school to conduct the research and has completed a lengthy ethics form for the university. The next stage in this process is to obtain your consent. The subject matter which will be covered by these activities is part of the current curriculum here at **SCHOOL X** at the present time, but as she will be writing about the results of completing certain activities, parental consent is essential. If you are happy for your child to participate, please sign and return the form at the bottom of this letter. Please do get in touch if you have any queries about this; both Sarah and myself are more than happy to discuss this further.

HEAD OF SCHOOL X

Appendix Q: Coded pupil interview transcripts

Responses: perception of self		
Daisy	• And then now me and Ella, we like share our feelings together. EEL	Comment [1]: Change over time – share feelings now compared to start of year
	• But I like encourage my friends because I already have a job. So I encourage my friends to go for other jobs like Charity Rep ICE ACT	Comment [2]: Consideration and encouragement for others
	• And I think Junior Listener helped me, for like helping people because we had the training with Mrs Carter and then we could help the small children if they were crying as well. ICE ACT	Comment [3]: Put self forward for peer support role of responsibility – applied this to own friendships
	• And so and I've made lots of new friends and me and Ella are quite close to the new girls in our class. And we have made them feel comfortable. (Q: why was this important?) Because they were a bit shy around us at the beginning. But then now, we like spend our break time with them and play with them. ICE ACT	Comment [4]: Awareness of others – putting them at ease Comment [5]: Recognition of change in new friendships
Ella	• (Do you think this is something that changed over Year 5 or do you think that's something that stayed the same for you over Year 5?) It changed. Because at first I was quite shy to like say your feelings and felt a bit strange to say your feelings out loud. But then, I got used to like talking to my friends. (Would you talk to your friends quite a lot about how you felt?) Not so much. But if I had to, I would. EEL	Comment [6]: Improvement in EEL over the year in terms of how comfortable it was for Ella to discuss emotions
	• Because sometimes I want to make new friends until we change class so sometimes you want to [Inaudible 00:09:29] something and then sometimes it doesn't go well because they might be playing with someone else and they're only stuck to them. But then if they're interested, you become very good friends with them and then... You have a feeling that you are not going to be able to be their friend because they've been with them for ages. And like you can't really get them.... Hopeful...if they like sometimes they play with you and not only that person. And that person...to play with like other people and that person also gets to be with all their friends. EOP	Comment [7]: Optimistic approach to friendship challenges according to the 6 secs competency of EOP
	• Well, definitely at the end I was playing with lots of other people than like us back then the start of the year... Because I've been making lots of other new friends and they are really nice. So, I felt like I'm caring for them and they care about me. ICE	Comment [8]: Positive change over time – spending time with a wider range of people Comment [9]: Making new friends Comment [10]: Positive change over time Comment [11]: Relationship between trying to be friends and successfully making friends
	• as the year went on. I made lots of friends because I tried to be friends with them	
Finn	• (What about your own personal decision-making? Is that something that changed over the year?) For me, yes. I think so. Before, I think I hurt many of my friends' feelings but then starting from the end of the year, I think I really cheered them up... I thought before I said anything about them... To my friends and other people. ICE ACT	Comment [12]: Change over time - thought more about the effect of words on friends before speaking Comment [13]: Consideration to other people
	• Around the beginning of Year 5 I just start...I only played with my old friends but towards the middle and the end, I was starting to invite new people in my class who I don't really know well to play with me.... because I thought they felt a little bit left out because sometimes they just have to be on their own. So, I think they should be invited to play with us. ICE	Comment [14]: Change over time – invited different people to play Comment [15]: Change over time – increase in empathy; action response to children on their own cp to start of the year
	• I might have not acted on it (at the start of the year). But around the end of the year, I definitely invited them to play. ICE	Comment [16]: Shows action response to empathy developed over the year

Responses: perception of, and relationships with, peers	
Daisy	• Well, because before we were in new class because we mix classes so then we were all a bit like we didn't know each other yet. So but then at the end, we like going in together and we get along. ICE • Well now I've been working with like a variety of people so not with only just the same people... So, I try to like spend time with some people... Well, I always play with my friends at break so I like to have a change when in lessons with them. • Yeah and everyone encouraged each other to do something new. EOP ICE • Well in the end everyone was knowing each other so we were looking out for each other. ICE •
Ella	• Well some people were really shy at the start of the year but then after we did like work about talking to each other (Circle Time), people started talking as well. ICE ACT • Because I used to be in the same classes as Daisy (and names 2 other girls)... I knew them quite well so...I was only comfortable talking to them. But then I got used to talking to other people. So... Well, I think... ICE EOP • Well, like my mum says, "think before you act." So, people started caring about and feeling how much...how you would feel if that happened to you. ACT EOP • It changed (over the year) because there some people who were like said, they're not bothered to try out for new things…. But then afterwards everyone like wanted to have a job because it was very interesting. EOP • Well because some people say really nice things sometimes but then they got really angry and kind of got a bit cross and a bad word. ICE • People start caring for each other quite a lot since the start... All because like helping them, respecting them like if they are left out. They just play with each other. ICE • (Is there anything else you would like to talk about, about last year...?) Well, I think the personalities of people stayed the same but then kind of levelled it up a bit to make yourself a bit more respectful and caring. ICE

Comments (margin):

- **Sarah Whyte 19/11/15 23:29** — Comment [17]: Positive class climate established over the year
- **Sarah Whyte 19/11/15 23:29** — Comment [18]: More effort to mix with different people in the class
- **Sarah Whyte 19/11/15 23:29** — Comment [19]: Mixing with different people
- **Sarah Whyte 19/11/15 23:29** — Comment [20]: Positive and co-operative atmosphere
- **Sarah Whyte 19/11/15 23:29** — Comment [21]: Reference to 'everyone' looking out for each other – positive atmosphere was wide spread according to this child
- **Sarah Whyte 19/11/15 23:34** — Comment [22]: Work on talking to each other (Circle Time) carried over into friendships
- **Sarah Whyte 19/11/15 23:29** — Comment [23]: Increase in ACT and ICE over time in class
- **Sarah Whyte 19/11/15 23:29** — Comment [24]: Positive change over time
- **Sarah Whyte 19/11/15 23:29** — Comment [25]: Positive change over time

Finn	• After around of two weeks of doing Circle Time, people in our class trusted everyone because whatever they say would stay in our class. • (So you think the class as a whole got more respectful and caring over the year?) Yeah • Some people at the start of Year 5, they didn't think about what could happen to them and how they would feel if they said something about them...At the end of the year everyone thought before what they said. **ACT ICE** • Maybe if you went for class rep and you did not get it, maybe you can just go for it in the next term and just keep on believing in yourself. (That's) A general example. **EOP** • So, (names a boy) tried out for (a team for a big competition). He didn't make it but he tried out for the athletics team and then he got into that. So, I think he just carried on even though the big one wasn't...well, his first choice, he didn't get. **EOP** • There weren't many jobs so no-one was pretty much encouraging anyone. But when I went for class rep my friends just kept on encouraging me when I thought I would not get the job. So, they like pushed me until I said I would go for it. **ICE**	Sarah Whyte 19/11/15 23:43 ✖ **Comment [26]:** Positive change in trust as a class Sarah Whyte 19/11/15 23:29 ✖ **Comment [27]:** Change over time – improvement in consequential thinking for 'everyone'. Quite wide reaching. Sarah Whyte 19/11/15 23:29 ✖ **Comment [28]:** Reinforced by comments from the other children Sarah Whyte 19/11/15 23:29 ✖ **Comment [29]:** Understanding of EOP as per 6 seconds Sarah Whyte 19/11/15 23:29 ✖ **Comment [30]:** Example of EOP as per the 6 secs model
Responses: emerging themes		

Analytic memos	Control class more cohesive than comparison class
	Higher levels of trust than comparison class
	Evidence of several changes over time
	    - ICE
	    - EEL
	    - ACT
	Reference to EQ competencies were in line with description of the competencies in the 6 seconds model – shows understanding of the terms and how they relate to own life?
	When children referred to changes, a few references to 'everyone' in terms of positive changes in the class
	Making friends—Ella referred to the effort sometimes required
	Action response with empathy
	Reference to positive class climate	

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Appendix R: Coded interview transcripts from the teacher interviews

Responses: perception of self	
Mrs Atkins supply teacher **Perception of self**	• enhancing emotional literacy for your class (IC) I would have said that at the start they were probably... they could express emotions but expressing and interpreting multiple and conflicting emotions they were not as good as that as by the end of the year. EEL • I would have said it is not that they (IC) can't express stuff, they could but... it was quite simplistic, their ability to do that as compared to the end of the year. EEL • I would say (the) class (is) good at recognising and expressing emotions but this area the multiple and conflicting emotions is more complex and that is where maybe the difference is when most you know that is where if you look at progress that is where yours (IC) ... make more even from the starting point more progress EEL • ... improved for the class obviously you would hope that over the year. ACT • definitely with your class if I was to pick out individuals the likes of (names 2 children) and they were quite... I would say. They were quite poor at that at the beginning but by the end they were so so much better. They realised that what they did had a knock on effect and that could be beneficial to them or not. They were much better whereas at the beginning, there was a lot of just...I'm going to just say this or do this and not really think about... especially with me coming in as a teacher who wasn't there all the time. There was a lot of, you know 'you need to be doing this'...whereas by the end there was better understanding of how I approach this and that ACT ICE • I felt that with your class they were probably already able to do that quite easily at this. Well, more easily at the start and obviously there was... progress there but it was less of an issue maybe than... (other classes) EOP
Mrs Carter Assistant Head **Perception of self**	• The children in general... tended to think about the immediate impact rather than long-term consequence. I would certainly say I thought that they considered the consequences for themselves and often quite immediate consequences ACT • I found the children almost overtly optimistic in their rationale. There was always a feeling that everything would be okay, and high levels of optimism. Not necessarily linked to them having to do a great deal themselves, but that everything would be okay. (ref to drama activity) EOP • Quite a few children felt that the situation would change for the better with minimum effort. (ref to drama activity) EOP • Although some were very willing to ... really push themselves physically and emotionally to get to what they needed to, but again that was a smaller group probably (ref to drama activity) EOP • Although some were very willing to consider the need to think about others, but again that was a smaller group probably (ref to drama activity) EOP ICE • The empathy one was interesting. I think it's difficult, because they were in a classroom and they (all children) knew they were safe, and they (all children) knew that they were...they were trying to put themselves in that situation, I felt your class (IC) ...genuinely attempted to place themselves in the situation that they were given. ICE ACT
Mrs Davis supply teacher 2 **Perception of self**	• your children (IC) became increasingly able to explain their feelings and thoughts eloquently, and use the words that we as adults would attach and distinguish with being emotional literacy. EEL • vocabulary the children used to express emotion improved and developed. And I think that was probably partly linked to their own literacy development and other things as well. EEL • They were, I would say in terms of emotional literacy... your class (IC) last year was very aware, very competent.. EEL • I think they (IC) had a good emotional vocabulary EEL

Comments:

Sarah Whyte 15/4/14 16:27
Comment [1]: IC - Increase in EEL compared to start of the year

Sarah Whyte 15/4/14 16:28
Comment [2]: Improvement over time in IC's ability to express emotion

Sarah Whyte 24/8/15 12:22
Comment [3]: Class good at recognising and expressing emotions

Sarah Whyte 24/8/15 12:22
Comment [4]: Change over time – IC made progress in recognising multiple and conflicting emotions from their starting point,

Sarah Whyte 24/8/15 12:22
Comment [5]: ACT improved over the year

Sarah Whyte 15/4/14 16:28
Comment [6]: IC- particular improvements in ACT in 2 individual children

Sarah Whyte 15/4/14 16:28
Comment [7]: Much more empathy for teacher from same 2 individuals as comment 10 in the IC

Sarah Whyte 24/8/15 12:35
Comment [8]: •EOP better in IC at start EEL of yr; IC made progress in EOP. EOP not so much an issue for IC

Sarah Whyte 24/8/15 12:23
Comment [9]: ACT class think immediate impact not long term consequences in drama activity

Sarah Whyte 24/8/15 12:23
Comment [10]: Children considered consequences for self in drama activity

Sarah Whyte 24/8/15 12:23
Comment [11]: Not recognising the 'effort possible' aspect of EOP in drama activity

Sarah Whyte 24/8/15 12:24
Comment [12]: Not recognising the 'effort possible' aspect of EOP in drama activity

Sarah Whyte 2/3/14 10:23
Comment [13]: Smaller group showing considering others in drama activity

Sarah Whyte 24/8/15 12:25
Comment [14]: IC – eloquent with EEL over year– lots of evidence

Sarah Whyte 24/8/15 12:25
Comment [15]: Emotional vocab developed– linked to literacy development

Sarah Whyte 24/8/15 12:25
Comment [16]: IC very competent in EEL

Sarah Whyte 15/4/14 16:28
Comment [17]: IC – good emotional vocabulary

	Responses: perception of, and relationships with, peers
Mrs Atkins supply teacher	• And empathy. Your class (IC) I think showed really good progress in that but of the empathy to other people's feelings. ICE • yours (IC) always felt ... cohesive as a class group. ICE
Mrs Carter AH **Perception**	• I saw...a development in IC with (the ability to recognise emotions in others) (ref to drama activity). EEL • some children did show quite an ability to think ... as a group as well, but that was a, more of a minority (ref to drama activity). ACT your class again (IC), I felt thought much more as a team in the second, and towards

Comments:

Sarah Whyte 15/4/14 16:28 — **Comment [18]:** IC showed very good progress in ICE

Sarah Whyte 15/4/14 16:28 — **Comment [19]:** IC = cohesive as a group

Sarah Whyte 24/8/15 12:27 — **Comment [20]:** development in IC in recognising emotions.

Sarah Whyte 24/8/15 12:27 — **Comment [21]:** minority of children considered problem solving as a group

of, and r'ships with, peers	the latter part of the year than they did the first time. And there was a lot more team dynamic. You know even in terms of just the structure of their discussion, they did not shout over each other, they listen better and there was a more positive team ethos (ref to drama activity) ICE? • In terms of concern for others, there was certainly, it is there, but the children seem to need quite specific examples. So for example if someone in the group had a broken leg or if someone in the group had a specific need, they acknowledged that and would do things differently because of it. (ref to drama activity) ICE • Empathy for all these wasn't an automatic in lots of the discussions (ref to drama activity) ICE • Thinking as a school really, and what better, I think the tasks made me think about what that actually means. It's (empathy) not just being able to verbalise. It's actually showing and thinking on a deeper level and that raised some questions about you know whether we help the children to be more empathetic as well. ICE • certainly team bonding was ... evident in (the IC) at the beginning of the year as well. • (empathy) potentially a gap between expression and vocabulary, and understanding an actual feeling and reality, and action, that the gap between the two, still seems quite wide, so often the children knew exactly what to say and how to say it, and what the next step should be. But whether that's translating into their life and their group work and their relationships would be hard to tell yet, but there was some doubt about that. And that raised bigger questions about the children and the sort of work we do, and how we can bring that out more. ICE

Comments:

Sarah Whyte 30/11/14 17:44 — **Comment [22]:** IC – improvement in team work in latter part of year cp to first part of year

Sarah Whyte 24/8/15 12:27 — **Comment [23]:** IC – more positive team ethos; better listening skills than start of the year

Sarah Whyte 24/8/15 12:28 — **Comment [24]:** specific examples required to elicit empathic action response

Sarah Whyte 24/8/15 12:28 — **Comment [25]:** empathy not automatic in lots of discussions

Sarah Whyte 2/3/14 12:07 — **Comment [26]:** Realisation for teacher of the meaning of ICE

Sarah Whyte 2/3/14 12:11 — **Comment [27]:** Questions role of school – do we develop children's empathy?

Sarah Whyte 24/8/15 12:29 — **Comment [28]:** 'team' in IC; dynamics from start of year

Sarah Whyte 2/3/14 12:14 — **Comment [29]:**

Sarah Whyte 2/3/14 12:23 — **Comment [30]:** Doubt over whether empathy translates into children's relationships

Sarah Whyte 2/3/14 12:14 — **Comment [31]:** More questions over role of school and how we can further develop empathy

Mrs Davis supply teacher 2 **Perception of, and r'ships with, peers**	• It did really come across that they (IC) were a class with respect for each other and really they thought it was very important to make sure that they did Special Person at the start of the day and really looked forward to that and the person got such a buzz out of it. And I think … it was just second nature to them that … you only needed to say 'integrated line' or 'set up for assembly' and they were very good at that. … I think you got the feeling that …it was all so second nature to them, that it carried on even when you were not there to set the tone. • it was a very, very positive feeling in there (IC), really lovely start to the day (Special Person / star of the day) • it just was a very positive class (IC) and lovely feeling being in there. • whenever I did have time with them which was not filled with lessons then we did activities where we worked together as a class…. They were very good at being integrated and I would say quite good at not talking over each other. They would respect each other for and that's a change from the start of the year very much towards the end of year they were very mature in terms of letting other people talk and also I think a feeling that they very much wanted to contribute as well rather than at the start of the year, they were far more inclined to just pass and let somebody else take responsibility and talk. • a general feeling of, general feeling of being positive I think. You did sometimes catch people in your class (IC) who would say kind things to others in the class unprompted I think, so I got that kind of impression. • I think it was testament to the (IC) class because (names child) again was a very… a real strong character, not strong in terms of trying to dominate or trying to manipulate, but she was quite a strong character and could have had the capacity to be quite irritating but the (IC) class I think, accommodated her well and were kind to her, which was good. ICE • whenever I covered your class (IC). I was amazed by how they would have to do the star of the day (Special Person). They loved doing the star of the day, I had very little to do with it and then the girls knew where to find the files. They knew where everybody had to be sitting and knew how it run. And even though it was something which happened every day, the person, who was the star of the day was just so proud of themselves and it was lovely to hear the comments that were made and I think so things like that, that they did showed, emotional literacy certainly. I mean, because it would start off. They wouldn't really be quite sure how to say what they thought the person was good at, and then going in at the end of the year. There is a big difference in terms of the quality of the comments that came out. EEL • I think they (IC)… were very positive in terms of empathy ICE • one girl (IC class) in particular who… would steam roll over everyone's feelings and very sort of confident. She would say what she thought… and was not very good at listening or empathising with other people so she'd obviously taken…her vocabulary on board but it was all very much about her .. But that's only one person in the class. ICE • (IC class) I think definitely far more confident at the end of the year at the
	start of the year, no, at the start of the year maybe not I think, and I noticed more the start of the year that there were a lot more sort of people who would opt out who didn't get involved in the same because there were quite few dominant characters who would always speak, weren't there, and so. But then towards the end of the year there was I saw a definite increase in optimism there. EOP • in terms of optimism. I would say that they (IC) were a very, they were a very positive class, risk-taking class. I mean, there were certain people in there who found it hard to be motivated and academically you had to sort of keep on top of them and push them to get the work done but then when it was, and that was more sort of writing issue when they weren't writing in terms of joining in class discussions and contributing to the class. EOP

Sarah Whyte 15/4/14 16:28
Comment [32]: IC – lot of respect for peers

Sarah Whyte 15/4/14 16:28
Comment [33]: IC – value attached to a pastoral system to build self esteem

Sarah Whyte 15/4/14 16:28
Comment [34]: Respect in IC continued in absence of class teacher – showed children internalised and acted upon it

Sarah Whyte 15/4/14 16:28
Comment [35]: IC – positive atmosphere

Sarah Whyte 15/4/14 16:28
Comment [36]: IC – good at working together

Sarah Whyte 1/3/14 17:28
Comment [37]: Change over time

Sarah Whyte 15/4/14 16:28
Comment [38]: IC – change over time in participating more in discussions

Click to delete comment
Comment [39]: IC – kindness between children independent of teachers

Sarah Whyte 24/8/15 12:31
Comment [40]: IC – kind to 'strong character; accommodated her well.

Sarah Whyte 15/4/14 16:28
Comment [41]: IC – value of pastoral systems

Sarah Whyte 15/4/14 16:28
Comment [42]: IC - EEL developed through Special person

Sarah Whyte 24/8/15 12:32
Comment [43]: IC – very positive empathy,

Sarah Whyte 15/4/14 16:28
Comment [44]: IC – much more confident by the end of the year

Sarah Whyte 15/4/14 16:28
Comment [45]: IC – increase in EOP over time

Sarah Whyte 30/11/14 17:45
Comment [46]: IC – risk-taking, positive – shows higher levels of optimism? Trust?

Responses: emerging themes / comments	
Mrs Carter AH	• empathy … stood out as being maybe our (as a whole school) vulnerable area. ICE
Mrs Davis Supply teacher 2	• Consequential thinking. Which is something difficult. I think that is something which is quite difficult for me to maybe…I was not as skilled in seeing that process happen as well so I think, I will find that quite hard to talk about. ACT • Your class (IC) loved having you know they loved discussing; they loved talking about what was happening, what they thought and predicting… very, yeah. They were just very skilled at talking.
Analytic memos	• Children could verbalise, but this did not affect behaviour – commented on by Mrs Carter • Perhaps emotional literacy was a strength in IC because it was the first competency they spent time on, so used as a foundation and we would refer to it throughout the year so presumably it continued to develop. Also probably more time on the emotional literacy tasks than tasks for the other competencies. Also it linked to English skills, so it was familiar to them and they saw its value in a wider context. • IC class cohesive as a group

Sarah Whyte 24/8/15 12:35
Comment [47]: commented on not being as skilled in seeing the process happen

Appendix S: Number of days interviewed supply teacher taught in the class

Term	Week	Teacher
1	3	Mrs Atkins
1	7	Mrs Atkins
1	8 (2 days in this week)	Mrs Atkins
1	12	Mrs Atkins
1	13	Mrs Atkins
1	15	Mrs Atkins
2	1	Mrs Atkins
2	2	Mrs Atkins
2	5	Mrs Davis
2	9	Mrs Davis
2	10	Mrs Davis

Appendix T: Sample* of coded children's answers from the pre-intervention supported reading comprehension

*This sample coded with a colleague

EEL questions	Thoughts / actions / physical feelings	Emotion words <mark>Intervention vocabulary</mark> Words with qualifiers e.g. very,
1a. Give 5 emotion words to describe how the hare felt before the race	think that the tortoise is stupid, he thinks it's easy, thinks he's the fastest, thinks turtle is going to lose , thinks / knows she is going to win = 3, sure he would win, laughing, show / ing off = 5, he could beat tortoise, strong, can't lose, think you always win, energetic / full of energy, full of himself = 2, sure of himself, could do anything, great in her mind, mean, fast, quick witted, unbeatable, floated, obnoxious = 2, not careful = 1, discouraging = 1, competitive = 1, conceited = 1, selfish = 2	confident = 16, happy = 12, excited = 8, proud = 6, ready = 5 cheerful = 3, relaxed = 2 brilliant = 2, positive = 2 <mark>relieved = 2</mark>, enthusiastic = 1 bored = 1, brave = 1 clever =1, cool = 1, popular = 1, confused = 1, pumped = 1, upbeat = 1, eager = 1, protected = 1, ecstatic = 1, fantastic = 1
1b. Give 5 emotion words to describe how the hare felt after the race	tired= 2, selfish, revenge, show-off, sore loser	angry = 15, annoyed = 7, embarrassed = 6, sad = 6, unhappy = 6, confused = 5, upset = 5, disappointed = 5 silly = 3, jealous = 3, bitter = 2, shameful = 2, beaten = 2, negative = 2 mad = 2, surprised = 2, furious = 2, very unhappy = 1, anxious = 1, puzzled = 1 bad = 1, amazed = 1, emotional = 1, depressed = 1, discouraged = 1, unpopular = 1, stupid = 1, regretful = 1 sour = 1 , bummed, shocked, cross, humiliation, humiliated, sulky, distraught, cheated, down, huffed, depressed, loser, evil, downtrodden, unfortunate, defeated, fallen, let down, rotten, stupid, lazy, cross, distressed

2a. Give 5 emotion words to describe how the tortoise felt before the race	knowing hare can't win mild mannered, sure of himself, won't think he won't lose, sure to win, taking time, ready to beat hare, polite, slow =2, fast, respectful kind, proving, caring, outsmarting = 2	happy = 9, calm = 6, ready = 5, confident = 5, positive = 4, relaxed = 4, determined = 3, excited = 3, annoyed = 3, sad = 2, proud = 2, worried = 2, anxious = 2, fine = 2, angry, frustrated, hopeful, bored, unhappy = 1, blue, confused, distressed, scared, competitive, disappointed, great, ecstatic, patient, good, wise, clever, cunning, brave, popular, sly, thoughtful, smart, eager, cool, good, steady, nervous, smart, wise, secretly confident, not so confident, a bit scared, lots of courage, not disturbed, very hopeful
2b. Give 5 emotion words to describe how the tortoise felt after the race	smart thinking, polite, speedy, proven right, knew he could win, strong minded, proved himself, strong, wondering, sneaky	happy = 20, proud = 11, relieved = 5, cheerful = 4, great = 4, excited = 3, pleased = 3, wise = 3, not surprised = 2, confident = 2, funny = 2, relaxed = 2, fine = 2, good = 2, glad = 2, brilliant = 2, little bit sad = 1, surprised, clever , amazed, upbeat, positive, respectful, shocked, super, sorry, thankful, calm, unashamed, steady, ecstatic, smart, knowing, respected, noticed

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ACT questions	Green: correctly identified cost or benefit			Red: incorrectly identified cost or benefit		
3. Why did the tortoise make the decision to race?	because he wanted to prove himself	because he wanted to show hare that he could beat him	he wanted to show the hare that he can win	to show he was faster than the hare	maybe he knew the hare would get tired and stop	to show he could do it
3a. What might have been the potential costs of this?	he might have lost	losing, being teased, being left out	he might lose	if he lost the hare would tease him	I don't know	being a loser and a slowcoach
3b. What might have been the potential benefits of this?	he could prove hare wrong	beating hare, showing hare what he can do	he might win	the hare would stop teasing him	I don't know	being a winner, showing that he can win
4. Why did the hare make the decision to race?	because she wanted to be nasty to tortoise	because he thought he could beat the tortoise	he thought he could beat the tortoise		because he thought he would win	to prove tortoise was too slow

4a. What might have been the potential costs of this?	she was not very clever so she might have got bored and do something else	he could lose, he could be teased	he might be embarrassed by losing	no answer	tortoise might win	being a loser and trying to show off
4b. What might have been the potential benefits of this?	proving she was fastest	he could win, he could show off to the tortoise, he could tease the tortoise	he might win	no answer	no answer	winning and proving he was faster to the fox
5. Why did the hare decide to stop?	because she was very tired and because it was a hot day she decided to rest	because he thought he could still win	because he could regain his energy	he thought the tortoise wouldn't catch up	because he thought the tortoise would take ages	because he knew he would win anyway
5a. What were the costs of his decision?	the tortoise went past her and won	he could oversleep and lose, he could be beaten by miles	he lost the race	He could lose	the tortoise might win	losing the race because he had been sleeping
5b. What were the benefits of this decision?	she got to have a rest because she is quite lazy	he could store energy, he could still win	he would get more energy	he would gain energy	Nothing	winning even though he had a rest

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