The University of San Francisco

USF Scholarship: a digital repository @ Gleeson Library | Geschke Center

2008

The relationship between emotional intelligence and academic achievement in elementary-school children

Barbara A. Fatum

Follow this and additional works at: https://repository.usfca.edu/diss

Part of the Education Commons

The University of San Francisco

THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE
AND ACADEMIC ACHIEVEMENT IN ELEMENTARY-
SCHOOL CHILDREN

A Dissertation Presented
to
The Faculty of the School of Education
Learning and Instruction Department

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Barbara A. Fatum
San Francisco, California
December 2008

Acknowledgements

I would like to that Dr. Patricia Busk, my dissertation chair, for her continued support, encouragement, availability and guidance. I have benefited greatly from her knowledge of the dissertation process, research design, and statistical analysis. I am forever grateful for her patience, kindness, and wisdom.

I would also like to thank Dr. Christine Yeh for her advice and support. Her knowledge of the Consensual Qualitative Research process and her expertise in qualitative research were invaluable. I learned so much from our discussions, Dr. Yeh. Thank you.

I would also like to thank Dr. Lanna Andrews for her knowledge and experience in the field of Learning Disabilities. Your suggestions, Dr. Andrews, made me think carefully about the impact of EI on students diagnosed with Learning Disabilities. Thank you.

In addition, I would like to extend a thank you to the principals, teachers, and students at the schools in which I conducted research, especially Susan Charles, my Peer Coach extraordinaire!! My time with you was very valuable to me and I thank you for teaching me so much about the value of Emotional Intelligence to our schools and students.

I would be remiss not to thank Dr. Anabel Jensen, Marsha Rideout, and Josh Freedman of the Six Seconds Emotional Intelligence Organization for their encouragement, support, and professional development. I truly admire your noble goal of spreading EI around the world to benefit its organizations and people.

I am also thankful for the time, effort, support and collaboration of my wonderful colleagues, Robin Parker-Meredith, Kathy Gray, Steve Morris, Ingrid Sheets, Barbara Hughes, and Chris Kurasch. I have to give special thanks to my dear friend and editor, Kristin Anundsen. Kristin, your enthusiasm and steadfast support have made the difference in a long and sometimes rocky road!! I am lucky to have colleagues and friends that are willing to jump in and help out with such enthusiasm. I dedicate the results of this study to you!!

Lastly, I would like to thank my wonderful husband, Art, for the countless hours he spent helping with the difficult (for me) and rather mundane tasks of the dissertation process. I truly would not have completed this process without his love and encouragement. Thanks and love to my daughter, Elizabeth, my son, Michael, and my daughter-in-law, Mae Linh, for listening to me even when they were tired of listening!! I think we learned to be emotionally intelligent together!!

DEDICATION

This dissertation is dedicated to my dear family:

To my husband, Art Fatum. Everything I do is better when you are beside me. You are truly my knight in shining armor!!

To my mother, Grace Clark. Thank you, mom, for years of support, encouragement, and love. I know you are smiling down from Heaven.

To my sister, Susie. Your cheerleading and faith has always brought a smile to my face and laughter to my day. Thank you for being such a supportive sister.

To my other mom and dad, Art and Evelyn. Thank you for your love and faith in Art and I. We have accomplished what we have because you have made it possible.

And to my children, Elizabeth, Michael, and Mae Linh. The most important things I have learned have been taught to me by you. I look forward to spending time enjoying life with you all.

UNIVERSITY OF SAN FRANCISCO

Dissertation Abstract

Emotional Intelligence and Academic Achievement in Elementary-School Children

The purpose of this study was to investigate the relationship between Emotional Intelligence (EI) and Academic Achievement in elementary-age children.

Emotional Intelligence competencies were measured using the Six Seconds Emotional Intelligence Assessment for Youth (SEI-YV). The SEI-YV is a self-report instrument that provides scores on three composite measures of EI, eight EI competencies, and five barometers of health. Academic achievement scores were measured using the California Standardized Testing and Reporting program (STAR) achievement tests in English-Language Arts, Mathematics, and Science.

Two elementary schools in the San Francisco Bay Area were self-selected for study as a result of the quality of Social and Emotional Learning programs (SEL) that had been implemented in a systemic manner and designed to teach EI competencies to students in grades Kindergarten (K) to 5. Fifth-grade students were studied as a result of their immersion in the schools' EI-SEL programs for a continuous period of development. Faculty at both schools had established the EI-SEL programs with guidance and extensive professional development through the Six Seconds Emotional Intelligence Organization. Twenty-seven students from the alternate school participated in the study; 50 students from the traditional school participated. All students in the study, with the exception of two students from the traditional school who were lost through attrition, took the STAR achievement tests. Seven students were identified as diagnosed with learning disabilities (LD) through active Individualized Educational Programs (IEPs).

Results suggested two weak, but significant correlations between two barometers of health and scores in English-Language Arts. Results of this study suggested that students diagnosed with learning disabilities scored almost one standard deviation below students without that diagnosis on all five barometers of health as measured by the SEI-YV.

Four themes emerged from this study. The first theme suggested that students enrolled in an EI curriculum like Self-Science develop EI competencies and display intrinsic motivation to apply those competencies. In contrast, students enrolled in a traditional SEL curriculum develop leadership and citizenship skills but evidence extrinsic motivation when applying those competencies. The second theme suggested that students whose EI competencies scored as high were able to reflect on those competencies, display an ability to exercise choice in application of those competencies, and apply those competencies in different contexts. In contrast, students whose EI competencies scored as low were engaged in figuring out the process and rules to follow to understand and utilize emotional intelligence competencies. The third theme suggested that students in both schools and in the high- and low-EI groups appreciated the difficulties of acquiring and applying EI-SEL competencies. Conclusions were that students perceived a need for adults to model competencies, for opportunities to practice competencies, for safe contexts in which to make and correct mistakes, and for opportunities to reflect on and discuss EI-SEL competencies. The fourth theme demonstrated student perceptions that EI-SEL competencies allowed them to be successful both inside and outside of school.

Author, Barbara Fatum	Chair Dissertation, Patricia Busk

This dissertation, written under the direction of the candidate's dissertation committee and approved by the members of the committee, has been presented to and accepted by the Faculty of the School of Education in partial fulfillment of the requirements for the degree of Doctor of Education. The content and research methodologies presented in this work represent the work of the candidate alone.

Barbara A. Fatum   12 November 2008
Candidate   Date

Dissertation Committee

Patricia Busk   12 November 2008
Chairperson

Lanna Andrews   11/12/08

Christine J. Yeh   11/12/08

TABLE OF CONTENTS

TABLE OF CONTENTS Continued

LIST OF TABLES

LIST OF FIGURES

FIGURE   Page

CHAPTER I

INTRODUCTION

Adelman and Taylor (2000) argued that if schools focus only on academic instruction

and school management in their efforts to help students attain academic success, they will

fall short of their goals. In the words of Larry Leverett, Superintendent of Schools in

Greenwich, Connecticut,

> Each day our students arrive at the doors of classrooms across America with
> challenges that serve as barriers to their success as learners. These students are
> affluent and poor; they are English-language learners and English-language speakers;
> they are white, Hispanic, African-American, and Asian; they are urban, suburban, and
> rural. Regardless of who they are, where they come from, or the extent of their
> poverty or wealth, the reality is that many lack the personal, social, and
> emotional competencies to receive the maximum benefit of a rigorous,
> standards-based instructional program. (Elias & Arnold, 2006, p. 2)

Historically, in education, emotions have been thought to be peripheral to the process

of learning. Recent research (Elias, 2004), however, has begun to indicate that Emotional

Intelligence (EI) is a necessary component of any educational community. EI has been

defined by Elias as a set of skills necessary for effective social interaction and classroom

success: (a) emotional recognition and regulation, (b) self-control, (c) goal setting, (d)

social responsibility, (e) empathy, (f) problem solving, (g) conflict resolution, and (h)

skills needed for leadership and effective group participation.

An increased interest in research in the area of emotional intelligence has led to a

quest for a strong empirical case connecting the measurement of social and emotional

learning (SEL) programs that teach EI to improved school behavior and academic

performance. Recent brain research has defined EI as a measurable connection in the

human brain between responses to emotions and their influence on one's actions

(Bradberry & Greaves, 2005). Educational programs that focus on SEL generally instruct children with curriculum designed to help them understand and use EI abilities. Students, teachers, administrators, and schools have begun to realize the positive effects of high-quality SEL programs that are integrated into the curriculum of public-school life (Zins, Bloodworth, Weissberg, & Walberg, 2004). Through SEL programming, children learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors (Elias et al., 1997).

The Collaborative for Academic, Social, and Emotional Learning (CASEL), founded by Daniel Goleman, Tim Shriver, and Eileen Rockefeller Growald in 1994, has been studying effective Social and Emotional Learning programs and the schools implementing SEL programming. CASEL (2003) undertook the task of evaluating SEL programs for effectiveness, providing standards-based evidence that successful models can be replicated in schools. Exemplary SEL programs reviewed by CASEL have been implemented in a variety of school districts (urban, suburban, and rural). Models of effective SEL programs allow educators to focus resources on preventive approaches that focus on the development of the whole child. CASEL (2006), in its implementation guide for evidence-based SEL programs, suggested that excellent SEL programs are characterized by two levels. The first level establishes safe, caring, well-managed learning environments that lead to greater student attachment to school, less risky behavior on the part of students, and better academic performance. The second level supports positive student development and greater academic success through instruction in a range of social and emotional competencies.

Weissberg and Utne O'Brien (2004) suggested that SEL programs effectively address emotional and behavioral problems within a broader context of school and community, building emotional skills and connections with others that allow children to adapt and develop protective factors that promote academic success. Luiselli, Putnam, Handler, and Feinberg (2005) indicated quality SEL programs foster an important connection between students and students, teachers and students, teachers and parents, teachers and administrators, students and administrators, and the school and the community. Service learning programs, found in many quality SEL programs, often bring together the school community, teachers, administrators, parents, and community organizations through a common goal and higher sense of purpose (Luiselli et al., 2005).

Zins et al. (2004) argued in a review of the research that SEL may be the enabling component that fosters academic success. Research suggests that the "missing piece" in promoting academic achievement is educational programming that integrates SEL into the curriculum of the school (Elias et al., 2002). Quality SEL programs have been linked to improved academic performance through the development of student EI competencies (Elias & Arnold, 2006). Educators have found that promoting students' social and emotional skills plays a critical role in improving their academic performance and that EI competencies may provide an important link to academic achievement through allowing students greater opportunities to interact with academic material in the social setting of the classroom (Bencivenga & Elias, 2003; Durlak & Weissberg, 2005; Elias, Wang, Weissberg, Zins, & Walberg, 2002; Izard, Fine, Schultz, Mostow, & Ackerman, 2001; Olweus, 2003; Parker, 2004; Payton et al., 2000; Zins, Elias, Greenberg, & Weissberg, 2000).

Since the late 1960s, two SEL programs have been integrated into the academic curriculum with effective results: Self-Science, developed by Karen Stone McKown in California, and the School Development Program (SDP), authored by James Comer in Connecticut. Research on SEL programs like Self-Science and SDP highlights the importance of programs that help children learn EI competencies that develop values and allow them to navigate emotions. SEL programs give children a framework for developing empathy for others, understanding the consequences of choices, and developing connections to the larger community through service to others (Haynes, Norris, & Comer, 1996; Jensen, 2001).

Statement of the Problem

Without emotional intelligence skills, children may be more vulnerable to physical ailments that deplete their energy and strength, as well as emotional difficulties that impede academic achievement (Elias & Arnold, 2006). Educators are learning that children suffer emotionally, intellectually, and physically when EI skills are not part of a school culture (Elias & Arnold, 2006). Stone McCown (1998) has stated that a well-developed Emotional Intelligence curriculum is an essential preventative solution for many of today's school problems. Instead of struggling with short-term interventions, an integrated EI curriculum can be most helpful (Jensen, Freedman, & Rideout, 2007).

The literature indicates that socially and academically effective schools are distinguished by a systematic SEL component integrated into a school's everyday life and curriculum, yet very few schools implement effective whole-of-school SEL programs (Bencivenga & Elias, 2003; Gottfredson, 2000; Olweus, 1993; Zins et al., 2004). The problem is that public schools have an average of 14 practices in place to prevent

problem behavior and promote safe learning environments; research suggests that these programs are ineffective because they are short-term and lack connection to each other and integration into the curriculum and life of the school (CASEL, 2003; Payton et al., 2000). Results of research on current prevention programs show scattered success, usually of a short duration (Adelman & Taylor, 2000; Brown, 2005; Olweus, 1993; Ringwalt, Ennett, Vincus, Rohrbach, & Simons-Rudolph, 2004). An additional difficulty is that prevention approaches without empirical support have been used widely in U.S. public schools (Cauce, Comer, & Schwartz, 1987; Gottfredson et al., 2000). Because of limited time and resources, these programs tend to be implemented in short-term, fragmented ways, with inadequate staff development and little availability of support for the programs (Payton et al., 2000; Weisz & Hawley, 2002).

Findings on prevention programs in schools indicate a need to investigate a more comprehensive path in the quest to promote the health and well-being of students attending public schools in the United States. In addition, research on positive youth development and prevention suggests that 2 or more years of programming have greater statistically significant impact than a single year (Payton et al., 2000). CASEL (2003) has urged that schools adopt whole-of-school approaches to student health that teach emotional intelligence skills through school-based SEL programs. CASEL and the Six Seconds Emotional Intelligence Organization have been developed to support schools seeking to implement EI-SEL programs. Both networks disseminate research-based information about exemplary SEL programs; both networks urge future research on the link between EI-SEL programming and academic achievement. Little research is

available on the relationship between EI-SEL programs and academic achievement in elementary-school children.

Purpose of Study

The purpose of this study was to investigate the relationship between EI-SEL programming and academic achievement in fifth-grade students in two San Francisco Bay Area elementary public schools: one is an alternate school and the other is a more traditional school. Both of these schools have established an EI-SEL curriculum and integrated that curriculum into the academic and social aspects of the school for a number of years. Faculty and parents in both schools have been trained through professional development with the Six Seconds Emotional Intelligence Organization.

In the alternate school, every teacher teaches EI both formally and informally on a daily basis. Teachers are allowed discretion as to the appropriate time to teach EI lessons, but class meetings and check-in with students after recess are a regular part of the school EI curriculum. In the more traditional school, the year is broken into themes that reflect EI principles. Every Wednesday afternoon, fifth-grade teachers devote time to formal EI instruction, usually with a buddy class. Fifth-grade classes are paired with younger classes to share EI experiences. Older children are encouraged to be mentors for younger children. On one Wednesday afternoon each month, a whole-of-school assembly is held to address EI issues and competencies for the whole school. Both schools incorporate parent education with parallel themes. Parents and children are thus working together on the same concepts, creating a common language, approach, and a sense of community through common EI goals.

The alternate school has adopted an "open-education" approach to instruction; no grades are given to students. Instead, portfolio assessment, criterion-referenced concept mastery, and narrative descriptions of student progress are used to communicate with the parents. Students are required to take the California Standardized Testing and Reporting program (STAR) achievement tests in English and Language-Arts, Mathematics, and Science, designed to measure reading and language-arts competency, science competency, and mathematics competency in fifth-grade students. The more traditional school has a norm-referenced, graded, approach; report cards are the method of communicating student progress to parents. Students at this school take the same standardized exams.

Recent research (Elias, 2004) has recommended investigation of the possible differences in EI competencies between students diagnosed with learning disabilities (LD) and those without that diagnosis. Research results suggested that LD students experience difficulties compared with their non-disabled peers in the areas of stress management and adaptability (Elias, 2004). EI competencies, as measured by the Bar-On Emotional Quotient Inventory (EQ-i:YV), underpin competencies in this area (Reiff, Hatzes, Bramel, & Gibbon, 2001). Students diagnosed with Learning Disabilities require extra support in developing EI competencies (Elias, 2004).

Specific purposes of this study are (a) to investigate the relationship between emotional intelligence (as defined by the three composite, eight factor, and five barometer scores on the Six Seconds Emotional Intelligence Assessment for Youth [SEI-YV]) and academic achievement (as defined by student scores on the California Standardized Achievement Tests [STAR]); (b) to examine the perceptions of fifth-grade

students, using focus groups, comparing students who score at high levels of EI

competencies with students who score at low levels of EI competencies, after instruction

through an EI- SEL program; (c) to investigate whether there is a difference in emotional

intelligence competency for students diagnosed with learning disabilities and those

without such a diagnosis; and (d) to examine possible differences in EI that might occur

as a result of instructional pedagogy.

This study will address these concerns by investigating the whole-of-school

application of the EI-SEL curriculum in two elementary schools and contribute to the

growing empirical body of knowledge about EI-SEL and academic achievement.

In addition to empirical findings, this study attempted to address qualitatively, from

individual students' perspectives, the factors that foster the development of EI

competencies. Students were placed in high-EI focus or low-EI focus groups based on

their SEI-YV scores. Focus-group discussion perceptions and SEI-YV survey results

were used to address the development of a social-emotional perspective, intrinsic

motivation, the development of empathy, and pursuit of noble goals. Consensual

qualitative research (CQR) methods were used to analyze the data from the focus groups

(Hill et al., 2005).

<div align="center">Research Questions</div>

Research questions designed to investigate the purposes provided above were as

follows:

1. To what extent is there a relationship between fifth-grade students' ability to

demonstrate and use emotional intelligence competencies (as measured by the three

composite, eight factor, and five barometer scores on the SEI-YV) and academic

achievement?

2. How do fifth-grade students who have been instructed in EI competencies using the

Self-Science Emotional Intelligence Curriculum perceive emotional intelligence?

3. To what extent is there a difference in emotional intelligence competencies (as

measured by the three composite, eight factor, and five barometer scores on the SEI-YV)

between fifth-grade students diagnosed with learning disabilities and students without

that diagnosis?

4. To what extent is there a difference in emotional intelligence (as measured by the

three composite, eight factor, and five barometer scores on the SEI-YV) of fifth-grade

students from schools that utilize traditional versus alternate instructional methods?

<div align="center">Background and Need</div>

In their pioneering work on Emotional Intelligence, Salovey and Mayer (1990)

focused on skills that enable people to process and interpret emotional information.

Evidence from this research indicated that these emotional interpretive skills represent an

interrelated set of information-processing abilities: a distinct type of intelligence.

Additional studies by Mayer and Salovey have suggested that emotional intelligence

skills develop with age and experience (Mayer, Caruso, & Salovey, 1997). Research

results have suggested that EI abilities may provide an important link to academic

achievement (Durlak & Weissberg, 2005; Izard et al., 2001; Parker et al., 2004).

Emotional Intelligence became a popular educational construct with the work of

Daniel Goleman. Building on the work of Mayer and Salovey, Goleman (1995) suggested

that social competence develops from two basic emotional intelligence skills: awareness

of emotions and self-management of emotions. He suggested that emotional literacy

programs that focus on enabling children to recognize, name, and navigate emotions,

improve children's academic performance. Summarizing years of work done in schools,

workplaces, hospitals, and families, Goleman concluded that intellectual abilities (IQ)

alone can account for only 20% of success at home, at work, at school, and at play. As a

result of his findings and his best-selling books, EI competencies began to receive

research attention. Goleman's contentions were responsible, in part, for sparking

widespread interest in the EI movement in education.

Children and adolescents have experienced increasing symptoms of psychological

distress in the US in the 20th century (Pipher, 1994, 1996). Statistics gathered by the

Centers for Disease Control and Prevention (CDC) indicated that the current generation

of students are hurting emotionally as a result of a lack of connection to larger,

meaningful, and community-oriented goals (Benson, Scales, & Roehlkepartain, 1999).

Children in the 20th century have experienced life changes that include increased

economic and social pressures on families, easier access to media that encourage health-

damaging behavior, and weakening of family, church, and community organizations that

were once expected to fulfill emotional and social needs of growing children (Weissberg,

Kumpfer, & Seligman, 2003).

The Surgeon General's 1999 report on mental health indicated that 20% of children

and adolescents experience the symptoms of a mental disorder during the course of a year

and that 75 to 80% of these children fail to receive appropriate services (U.S. Department

of Health and Human Services, 1999). The Search Institute (Benson et al., 1999)

surveyed thousands of youth over a decade. Results indicate that 71% of youth do not

report themselves as thinking through the results of their choices and planning ahead, 65% of youth do not report themselves as respecting the values and beliefs of people of different races and cultures, and 76% of youth report feeling that their teachers really do not care about them. In 2003, CDC reported that 28% of youth reported feeling so sad or hopeless every day for 2 weeks or more that they stopped doing their normal activities, 16% made a plan to commit suicide sometime during the last 12 months, and more than 50% of students in some groups dropped out of school. These results suggest an alarming decline in the emotional health of young people in the US.

Statistics on the state of mental health in young people have suggested that the need for SEL programming in schools is greater than at any other time in the modern history of education. Achenbach undertook a massive survey of a group of parents and teachers in the mid-1970s, a comparable group in the mid-1980s, and a third comparable group in the 1990s. Results suggested a steady worsening of children's emotional intelligence. Survey results show the most recent generation of children to be more emotionally troubled than the last. Children are reported to be more lonely and depressed, more angry and unruly, more nervous and prone to worry, and more impulsive and aggressive (Achenbach & Howell, 1993; Achenbach, Howell, Quay, & Conners, 1991; Achenbach, Dumenci, & Rescorla, 2003).

The breakdown in cultural institutions in the U.S. culture creates a void in SEL competencies taught to children, according to Pipher (1996), who wrote and spoke about a U.S. culture that has fallen apart and communities that no longer exist. "There's been a real loss of community between families and schools. Our culture is at war with families. There's distrust in all institutions; many of us don't make a distinction between

benevolent and less benevolent authority" (p. 9). Connecting social skills to academic achievement, Pipher believed that "If kids don't have a modicum of manners, an understanding of how to deal with stress, they can't learn anything…how do you sit in a class and learn something when you're worried about getting beaten up after school?" (p. 31).

Stone McCown, the chairman of the Six Seconds Emotional Intelligence Organization, has concurred with Pipher's analysis of the breakdown in cultural transmission of emotional intelligence skills from adults to children. In a recent speech, Stone McCown (2005) noted the breakdown of some cultural institutions, like the nuclear family, and the effect that breakdown has had in offering fewer opportunities for children to learn age-appropriate emotional intelligence skills. Schools, Stone McCown contended in her speech, need to fill the void and teach social and emotional intelligence skills, replacing the experiences lost to children as a result of cultural changes.

"Children must have safety before they can pay attention" (Scherer, 1998, p. 7). Vail concurred (1994), having argued that emotional stressors disrupt children's academic achievement through the processes of depletion, depression, and devaluation. Classrooms that young people perceive to be emotionally unsafe are highly stressful for students. Vail suggested that the brain's physiological response to this stress often presents a barrier that prevents children from accessing higher-order cognitive processing. When children do not feel safe in school or the classroom, the rational processes necessary for academic achievement are overridden by the emotional processes of self-preservation and survival (Bluestein, 2001).

Two educational visionaries cited by Goleman (1995) for best practice in EI-SEL programming emphasized combining social and emotional development with academic rigor. Goleman lauded the work of Stone McCown in developing the Self- Science Curriculum at La Nueva School in Hillsborough, California, and the work of Comer in developing the New Haven Schools' School Development Program (SDP). Both programs emphasized the integration of thinking, feeling, and behavior, and promoted a connection between the child and a supportive environment. Beginning in the 1990s, this concept of a mind-body connection became increasingly important as a growing body of research in the neurobiology of the mind challenged the idea that reason and emotion operate independently of each other (Damasio, 1994; LeDoux, 1992, 1994).

The Self-Science Curriculum was developed in 1967 at La Nueva School for gifted children in Hillsborough, California. Stone McCown's intention was to redefine the concept of education to include the social-emotional domain that educators currently call Social and Emotional Learning (SEL). La Nueva School was an experiment to learn what would happen if the emotional development of children and a supportive school community were given equal emphasis with intellectual development. During the process of program development, Stone McCown met with psychological visionaries Abraham Maslow, Anna Freud, and Erik Erikson to incorporate ideas from the theoretical domain of children's development and child psychology. The Self-Science EI-SEL curriculum is grounded firmly in the principles of child development and cognitive development.

The Self-Science Curriculum teaches children to use self-investigation to understand the relationships among their thoughts, feelings, and actions. The goal is to help children

become more aware of themselves and to make conscious decisions about the ways they think, feel, and act, independently and interdependently (Jensen, 2001). An initial pilot study (2001) of the Self-Science Curriculum reported that 100% of the participating teachers responded that the program increased student cooperation and improved relationships in the classroom. Teachers also reported a decrease in violence and put-downs in the classroom and an improvement in student learning. This research provided support for Self-Science's belief that "Emotions are not in the way of learning; they are the route to learning" (Jensen, 2001, p. 6). Self-Science teaches children, teachers, and administrators that when emotions are brought into focus they are less likely to develop into problems that interfere with classroom learning.

A second program lauded by Goleman, Comer's School Development Program (SDP), was developed in the New Haven schools beginning in the late 1960s. In Comer's view, "Children develop and learn best when they are nurtured and challenged by caring adults in supportive environments" (Haynes, Norris, & Comer, 1996, p. 501). Working with underserved children in an urban community, Comer developed an approach that connected educational programming with parents and organizations in the broader community. Research results suggested that the SDP has had a positive impact on student achievement, behavior, self-esteem, and overall adjustment (Cauce, Comer, & Schwartz, 1987; Haynes, 1994; Haynes & Comer, 1990). SDP has been expanded to include programming for Kindergarten through 12th grade and has become one of the most widely implemented programs in urban public schools in the US.

In the decade since Goleman brought the attention of educators to the importance of teaching emotional intelligence skills through SEL programs, is there a discernable

educational impact? Researchers have learned that emotional intelligence only implies a potential for developing EI competencies. One caution from an extensive review of programs is that the contribution of SEL and EI to academic achievement is likely to be mitigated by several factors: (a) how academic achievement is defined and assessed, (b) whether social and emotional learning is integrated into the curriculum of the school, and (c) the amount of focus SEL programs provide on enhancing children's bonding to prosocial peers and adults (Durlak & Weissberg, 2005). SEL programs must adhere to the guidelines developed by CASEL in order to implement comprehensive programming with integrity (CASEL, 2003).

CASEL has designated 22 programs that integrate EI-SEL into the curriculum of the school, teach EI competencies in an age-appropriate and authentic way, and focus on prosocial bonding to peers and adults. These are comprehensive programs that address the problem-prevention needs of young people and foster their academic success (CASEL, 2003). The Self-Science curriculum has been lauded as a program meeting CASEL guidelines for successful EI-SEL education.

This study contributed to the CASEL mission by assessing the effect of the Self-Science curriculum on academic achievement in two elementary schools in the San Francisco Bay area, using the SEI-YV to assess children's EI competencies at the fifth-grade level. The next section provides the theoretical underpinning of the Self-Science curriculum.

Theoretical Rationale

In the 1990s, three theories emerged in the literature to explain the construct of EI. These are Mayer et al.'s (1997) ability theory of EI, Goleman's (1995) competence

theory of EI, and Bar-On's (1997) trait theory of EI. Self-Science curriculum principles are based on Mayer et al.'s theoretical approach to EI as a separate and distinct intelligence, as well as Goleman's model of EI competencies. Bar-On's model views EI as a group of traits, rather than an intelligence. The Self-Science approach views EI as an intelligence underlying the development of competencies, thus is based on Goleman's and Mayer et al.'s theoretical approach.

Salovey and Mayer (1990) originally elaborated a theory of emotional intelligence that investigated EI as an intellectual ability separate and distinct from IQ. "Emotional Intelligence involves the ability to perceive accurately, appraise, and express emotion….and the ability to regulate emotions to promote emotional and intellectual growth" (Mayer & Salovey, 2004, p. 35). Initially, Salovey and Mayer (1990) divided EI abilities into five main domains. *Knowing one's emotions* involves self-awareness in recognizing a feeling as it happens. Mayer and Salovey proposed that an inability to notice emotions leaves individuals at the mercy of those emotions. *Managing emotions* refers to the ability to handle feelings, to self-soothe, and to deal with negative emotions. Individuals who demonstrate this skill bounce back much more quickly from life's difficulties. *Motivating oneself* involves utilizing emotions to pay attention, to delay gratification, and to achieve mastery. *Recognizing emotions in others,* an ability often labeled as empathy, builds emotional self-awareness. Recognizing others' emotions is the first step to good relationships with others and includes active listening to others and an ability to understand another's perspective and feelings. *Handling relationships,* the final step in this theoretical approach to EI competence, involves managing emotions in others. This EI ability is often referred to as social competence.

Bar-On (2000) created a conceptual model of EI that investigated the traits that comprise EI. Bar-On began developing the Emotional Quotient Inventory (Bar-On EQ-i) in the early 1980s as an instrument designed to investigate social and emotional intelligence in diverse populations around the world. Bar-On reasoned that an instrument measuring emotionally and socially competent behavior would reveal information about the underlying construct of social and emotional intelligence. The Bar-On EQ-i was published in 1997. Bar-On's research has revealed similarities among diverse populations around the world in social and emotional traits. It has been translated into 22 languages; normative data have been collected in more than 15 countries; and numerous reliability and validity studies have been conducted. A youth version (EQ-i:YV) was developed for children from 6 to 17 years of age (Bar-On & Parker, 2000).

Goleman (1995) reviewed the information available on the effects of EI in his book, *Emotional Intelligence: Why it can matter more than IQ.* Goleman popularized the concept of EI and, in doing so, muddled the theoretical understanding of EI. Goleman's initial work was misinterpreted to suggest that EI accounts for much of the 80% of the variance in success in life that IQ does not account for. In more recent books, Goleman has sought to define EI competencies as they related to success in the workplace (Goleman, 1998). Recently, he has expanded the range of emotional competencies in applying his theory to the workplace (Goleman, Boyatzis, & McKee, 2002). EI, in this theoretical model, is defined as competencies in four broad areas: self-awareness, self-management, awareness of others and empathy, and management of social relationships. Goleman's research has focused on using EI to improve leadership and productivity in organizations. Many critics believe that in Goleman's model EI competencies are

correlated highly with personality characteristics, rendering them indistinct from personality theory.

In response to the criticism from researchers that EI correlates highly with the "Big 5" personality traits, Mayer, Salovey, and Caruso (2002) refined their approach to the theory of EI to establish a conceptualization that qualifies it as a standard intelligence. From this theoretical viewpoint, EI is seen as an intelligence that benefits from and processes emotions. Since 2000, their work has led Mayer et al. to define EI as "composed of mental abilities, skills, or capacities" (p. 105). Mayer and Salovey's (2004) model of emotional intelligence viewed EI as usually operating as a unitary system but divisible into four branches. The first branch of EI, *emotional perception,* involves registering, attending to, and decoding emotional messages from the external world. Individuals lacking this basic branch of EI fail to integrate emotion and cognition. The second branch of EI, *emotional integration,* focuses on how an emotion enters the cognitive system and alters cognition to assist thinking. Emotions can change thoughts, making them positive when a person feels happy and negative when a person feels sad. The third branch of EI, *emotional understanding,* allows the individual to recognize and label emotions. The implications of emotions are considered, along with their interactive and temporal applications. The fourth branch of EI, *emotional management,* is based on the idea that emotional management must begin with perception. Only with good emotional perceptions can an individual make use of mood changes and understand emotions. Because relationships with others are unpredictable, emotional management involves the ability to consider various emotional paths and make choices among them. Mayer and

Salovey (2004) stated that emotional intelligence, conceptualized as a mental ability and measured with objective tasks, constitutes a unitary intelligence.

Programs like Self-Science and SDP were created to develop children's EI competencies and to improve social and academic achievement. What followed was a call for empirical evidence linking the two. In response, several researchers developed assessment measures to evaluate and define EI competencies in adults. Standardized assessment of emotional intelligence in children has been slow to develop, in part because educators and researchers have been reluctant to reduce EI skills to an empirical form. The EI movement developed, in part, in reaction to standardized assessment and its limiting measures.

In 1997, Bar-On developed a self-report test of adult emotional intelligence, entitled the Bar-On Emotional Quotient Inventory (Bar-On EQI). Using the Bar-On EQI, he studied the emotional intelligence of more than 15,000 people, ranging in age from teenagers to individuals in their 50s, in a dozen countries on four continents. His results show an identical pattern of strengths and weaknesses in emotional intelligence for men and women worldwide (Bar-On, 1997). He also found small, but significant, increases in EI as people age that indicated that EI improves through life experience. Research by Riggs, Greenberg, Kusche, and Pentz (2006) corroborated the idea that there is a developmental difference between emotional processing in children and adults. One implication from this research is that programs designed to develop EI-SEL competencies may improve EI competencies by developing underlying core EI abilities. The Self-Science Curriculum has been designed to develop these core EI abilities and to aid children in the integration of emotion and cognition to develop EI-SEL competencies.

Mayer, Salovey, Caruso, and Sitarenios (2003) designed the Mayer, Salovey, and

Caruso Emotional Intelligence Test (MSCEIT) to assess EI abilities in adults without the

subjective difficulties inherent in self-report assessments. Tasks on the MSCEIT include

decoding facial emotional expressions, integration of thinking processes and emotional

information, and assessment of emotion self-management in interpersonal situations.

Designed for adults, the MSCEIT has shown evidence of criterion validity and reliability.

The MSCEIT shows promise in measuring how well people deal with emotions. Results

from the MSCEIT also demonstrate that adults score higher on average than adolescents,

corroborating results from Bar-On's (1997) studies that suggested a developmental

progression of EI abilities and competencies. In 2007, a version of the MSCEIT was

being developed to assess EI abilities in children.

Six Seconds, an organization created by Stone McCown, Jensen, Freedman, and

Rideout in 1997 to promote knowledge about Social and Emotional Learning and

Emotional Intelligence skills, has developed a self-report assessment of EI for adults.

The Six Seconds Emotional Intelligence Assessment (SEI) assesses eight competencies

essential to EI. EI is measured by three composite scores on the SEI and subscales for

each of eight emotional intelligence factors. Theoretically based on Mayer and Salovey's

(2004) ability research and Goleman's (1998) subsequent model of EI competencies, the

SEI assesses self-awareness of emotions, managing emotions, motivating oneself,

recognizing emotions in others, and handling relationships. Results from research with

the SEI show a strong, positive correlation between EI and success in the workplace.

Using pedagogy based on the Mayer and Salovey theoretical model and incorporating

Goleman's EI competency concepts, developers of the Self-Science curriculum believe

that "It is essential for parents and educators to understand that there is no educational function more basic than developing affective skills" (Stone McCown et al., 1998, p. x). An initial qualitative pilot study of the Self-Science Curriculum highlighted the effectiveness of positive emotional development in children on academic achievement and school climate (Jensen, 2001).

A version of the SEI for youth (SEI-YV), developed by the Six Seconds Emotional Intelligence Organization, was the instrument used to assess EI in elementary-school children in the Fall of 2007 in this study. The SEI-YV was designed to measure the development of EI competencies in children ages 8 to 17 and to aid counselors, teachers, and students in developing EI competencies and interpreting their effect on school success. This objective measure of EI has the advantage of using larger sample sizes and aiding counselors and teachers in the instruction of EI competencies. The SEI-YV is amenable to assessing larger program or academic outcomes and is designed to contribute to children's understanding of their own emotional intelligence development (Jensen, Freedman, & Rideout, 2007). This study assessed quantitatively, using the SEI-YV, elementary children's EI competencies and sought to understand, qualitatively, through the use of focus groups and write-in answers on the SEI-YV, children's perceptions of their own EI development, connecting EI competency to academic achievement.

Definition of Terms

This study defines these terms and concepts according to the following commonly accepted definitions found in the literature.

Academic Achievement is defined in this study as scores on the California Standardized Testing and Reporting (STAR) program in English-Language Arts, Mathematics, and

Science achievement tests, designed to measure academic competency in fifth-grade students.

Apply Consequential Thinking (ACT) is an EI competency that incorporates evaluating the costs and benefits of choices (Six Seconds, 2005). Children who can apply consequential thinking are able to successfully incorporate emotion-knowledge in decision making. This competency is one of the basic competencies taught through the Self-Science curriculum and measured by the SEI-YV.

California Standardized Testing and Reporting (STAR) program achievement tests are administered throughout the State of California as an objective measure of academic progress in English-Language Arts, Mathematics, and Science. STAR achievement tests are administered annually in the spring.

Consensual Qualitative Research (CQR) uses constructivist methods to uncover meaning through words and text. This research uses team consensus to construct interpretation of data (Hill et al., 2005). CQR was used to analyze fifth-grade students' perceptions of EI in this study.

Emotional Intelligence (EI) refers to the ability to recognize emotions in oneself and others, to motivate oneself, and to manage one's emotions well in oneself and others (Goleman, 1995). In this study, EI was measured through individual and total composite scores on the SEI-YV.

Engage Intrinsic Motivation (EIM) is an EI competency that ensures that an individual gains energy from personal values and commitments, rather than being driven by external forces (Six Seconds, 2005). Intrinsically-motivated individuals view failure as temporary

and learn from mistakes. This competency is one of the intermediate-level competencies taught through the Self-Science curriculum and measured by the SEI-YV.

Enhance Emotional Literacy (EEL) is an emotional intelligence competency that develops the process of accurately identifying and interpreting both simple and compound feelings (Six Seconds, 2005). Children who develop emotional literacy understand that emotions vary in intensity and are able to regulate emotional response to engage in successful social interactions. This competency is one of the basic competencies taught through the Self-Science curriculum and measured by the SEI-YV.

Exercising Optimism (EOP) is an EI competency in which an individual takes a proactive perspective of hope and possibility (Six Seconds, 2005). Optimism is a learned competency; children who are optimistic are also able to be resilient in the face of difficulty. This competency is one of the intermediate-level competencies taught through the Self-Science curriculum and measured by the SEI-YV.

Increase Empathy (ICE) is an EI competency utilized by an individual to recognize and appropriately respond to others' emotions (Six Seconds, 2005). Empathic individuals seek to understand the feelings of others and develop excellent listening skills. Empathy leads to prosocial behavior or an ability to relate well to others. This competency is a higher-level competency taught through the Self-Science curriculum and measured by the SEI-YV.

Learning Disability (LD) is a disorder in one or more psychological processes related to learning, in combination with otherwise average abilities essential for thinking and reasoning. Learning disabilities are specific not global impairments and are distinct from intellectual abilities. Learning disabilities are due to genetic, other congenital or acquired

neuron-biological factors. They are not caused by factors such as cultural or language differences, inadequate or inappropriate instruction, socioeconomic status, or lack of motivation (Learning Disabilities Resource Community, 2007).

Navigate Emotions (NVE) is an EI competency that utilizes the assessment, management, and transformation of emotions as a strategic resource (Six Seconds, 2005). Children who are able to navigate emotions recognize that emotional intensity is a matter of choice. This competency is one of the intermediate competencies taught through the Self-Science curriculum and measured by the SEI-YV.

Pursuit of Noble Goals (PNG) is an emotional intelligence competency through which an individual connects daily choices with an overarching sense of purpose (Six Seconds, 2005). Students engage in community service or service learning projects designed to benefit the larger community. This competency is a higher-level competency taught through the Self-Science curriculum and measured by the SEI-YV.

Recognize Patterns (RCP) is an EI competency that involves acknowledging frequently recurring reactions and behaviors (Six Seconds, 2005). RCP competency leads an individual to the beginning of the process of change. Students learn that they have a choice in behavior and are not restricted by recurring patterns they have acquired. This competency is one of the basic competencies taught through the Self-Science curriculum and measured by the SEI-YV.

Social and Emotional Intelligence (SEL) is the process through which one learns to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors (Elias et al., 1997). In this study, SEL programming teaches EI competencies.

Educational Significance

The findings on prevention programs in schools (Adelman & Taylor, 2000; Brown, 2005; Olweus, 1993; Ringwalt et al., 2004) have suggested a need to investigate a more comprehensive path in the quest to promote the health and well-being of students attending public schools in the United States. The Collaborative for Academic, Social, and Emotional Learning (CASEL, 2003) has urged that schools adopt whole-of-school approaches to student health that teach EI skills through school-based SEL programs. Both CASEL and the Six Seconds Emotional Intelligence Organization have been developed to support schools seeking to implement SEL programs. Both networks disseminate research-based information about exemplary SEL programs; both networks urge future research on the link between EI-SEL programming and academic achievement. This study addressed this concern in an effort to contribute to the growing empirical body of knowledge about the relationship between EI-SEL programming and academic achievement.

In addition to empirical findings, this study addressed qualitatively, from individual student's perspectives, the factors that foster the development of EI competencies. Consensual qualitative research (CQR) methods (Hill et al., 2005; Yeh & Inman, 2007), were used to interpret student perceptions about individual development of EI competencies at the elementary-school level.

Forecast of the Study

To give the readers a sense of organization, the study starts with an introductory chapter (present chapter) presenting the background and needs in the investigation of the

relationship between EI and Academic Achievement in elementary-school children. Chapter II is the Review of the Literature. Components of the literature review are (a) a review of emotional intelligence theory, (b) the development of empathy, prosocial behavior, and EI, (c) brain-based research and emotional intelligence, (d) learning disabilities and emotional intelligence, (e) academic achievement, (f) school management and academic achievement, (g) caring and connected school communities and academic achievement, and (h) reduction of violence in schools and academic achievement. Chapter III is the Methodology section, where the methodology of the study is described. The research design, general characteristics of the study sample, protection of human subjects, location in which the study takes place, procedures to be followed in data collection, researcher biases, instrumentation used, data-analysis methods and steps in data analysis are also explained.

   The results of the investigation are reported in Chapter IV. Conclusions drawn from this investigation including limitations and implications of the study for future research are presented in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this study was to investigate the association between the development of emotional intelligence (EI) competencies through a whole-of-school Social and Emotional Learning (SEL) program and academic achievement in elementary-school children in two schools in the San Francisco Bay area. Recent research (Elias, 2004) has recommended investigation of the possible differences in EI competencies between students diagnosed with learning disabilities (LD) and those without that diagnosis. In addition, the researcher used consensual qualitative methods (Hill et al., 2005) to examine the perceptions of fifth-grade students concerning the development of EI competencies after instruction through a whole-of-school EI-SEL program. The researcher investigated the possibility of a difference in EI competencies in children who received instruction through a traditional pedagogy versus those who were instructed using alternate educational methods.

The following review of the literature drew upon a variety of psychosocial research that aids understanding of the factors in the literature connecting academic achievement and the development of emotional intelligence through EI-SEL programming. The review of the literature is divided into sections highlighting key concepts in Emotional Intelligence (EI) and Academic Achievement.

In the first section, the literature examining the theoretical development of the construct of EI is reviewed. A section exploring a possible link between empathy and prosocial behavior as a precursor to social and emotional competence follows. Research establishing support for a brain-based neurological connection between the emotions and

intellect is reviewed. Literature suggesting that students diagnosed with LD experience problems in three key EI skill areas is introduced as a context for examining the differences in EI competencies between students diagnosed with LD and those without that diagnosis.

The academic achievement section contains studies on the effects of school management and academic achievement. The effect of a creating a caring and connected school climate on student achievement is investigated. Studies of EI-SEL interventions for preventing violence in the schools and their effect on academic achievement are described. Research on the effectiveness of SEL programs in elementary schools is presented, highlighting links to successful academic achievement. The Collaborative for Social and Emotional Learning (CASEL, 2003) has reviewed the effect of EI-SEL programs on reducing violence and has found that as children build EI-SEL skills a more positive learning environment is created.   EI-SEL programs provide opportunities for academic and social successes as a replacement for discouragement for underachieving or at-risk students, increased safety, and freedom from violence. As a result, learning becomes more valued by students, which leads to more risk reduction, asset building, and greater attachment and engagement in school. It is clear from CASEL's research that providing EI-SEL programming for children facing difficult events is a sound violence-prevention strategy that also promotes better academic outcomes. EI-SEL curricula, like Self-Science, promote classroom lessons that develop empathy and caring and are aimed at helping children explore behavioral choices, particularly as they relate to bullying and school violence. EI-SEL curricula operate at the classroom level; teachers teach program

lessons. EI-SEL curricula also operate at the individual level, training teachers to coach, prompt, and work with students as situations occur.

<div align="center">Emotional Intelligence</div>

Emotional Intelligence (EI) has been defined as the ability to empathize, persevere, control impulses, communicate clearly, make thoughtful decisions, solve problems, and work with others in a way that earns friends and success (Stone McCown, Jensen, Freedman, & Rideout, 1998). These abilities allow an individual to recognize and regulate emotion, develop self-control, set goals, develop empathy, resolve conflicts, and develop skills needed for leadership and effective group participation (Elias, 2004). Within the emotional-intelligence paradigm, three theories of EI have contended for recognition (Bar-On, 2000; Goleman, 1995, 1998; Mayer, Caruso, & Salovey, 1997; Mayer, Salovey, & Caruso, 2002). Each theory has developed in the last decade as an attempt to explain the abilities, traits, and competencies associated with emotional intelligence. These theories are examined in this section to give the reader an understanding of the development of the construct of EI.

Mayer et al.'s (1997) model of EI is an ability model, focusing on the constructs that increase intelligence through the understanding of emotions. EI, in this model, represents the potential for achieving mastery of specific abilities in the emotional intelligence domain.

Bar-On's (2000) model is a trait model of EI. It measures EI through five composites: Interpersonal Skills, Intrapersonal Skills, Stress Management, Adaptability, and General Mood. Interpersonal skills involve management of relationships with others. Intrapersonal skills emphasize individual focus and contribution as well as the ability to

plan and carry out independent projects. Stress-management skills encompass an individual's ability to remain calm, utilize positive coping techniques, and develop strong support systems. Adaptability skills include flexibility, strong problem-solving skills, and the ability to reframe problems and solutions. General Mood is an indicator of optimism and resilience. Bar-On (1997) theorized that emotionally intelligent people "are generally optimistic, flexible, realistic, and successful at solving problems and coping with stress, without losing control" (p. 156).

Goleman's model of EI (1995, 1998) is a competency model, initially more general but focused on EI competencies that allow a person to gain success in the workplace. Grounding his theory specifically within the context of work performance separated Goleman's model from those of Bar-On (2000) and Mayer et al. (1997), who focus on educational outcomes as well as workplace outcomes. Emotional intelligence in the context of work has been shown to inspire others to problem-solve, cooperate, and work to find equitable ways to develop solutions that benefit all sides of a conflict (Goleman, Boyatzis, & McKee, 2002). Goleman et al.'s studies have shown that leaders who use EI skills maintain departments with greater productivity and loyalty. Workers are more likely to give such leaders bad news, allow problems to be addressed, and necessary changes to be carried out (Goleman et al., 2002).

The three major EI models are each associated with a distinctive measurement approach. Bar-On's (2000) trait-approach model uses self-report assessment instruments such as the Bar-On Emotional Quotient Inventory (EQ-i) to measure the components of EI. Research defining the construct of EI in this model shows a high degree of overlap with traditional measures of personality (Saklofske, Austin, & Minski, 2003).

Goleman's (1998) competency model often uses "other-report" methods of assessment, sometimes favoring a 360-degree assessment model that gathers feedback from superiors, peers, and individuals who report to the individual being measured. Research has shown 360-degree methodology like Goleman's Emotional Competence Inventory (ECI 2.0) to be reliable and valid, capturing both the self and others' views. The current ECI model reflects the results of recent statistical analysis conducted to gain insight into the structure of social and emotional competencies (Boyatzis, Goleman, & Rhee, 2000).

Mayer et al.'s (2002) ability model favors performance-based measures of emotional intelligence. The Mayer, Salovey, and Caruso Emotional Intelligence Test (MSCEIT v 2.0) uses this approach. Scores are based on an individual's performance on a set of items designed to measure the four-branch model of emotional intelligence. Mayer and his colleagues (2002) have provided evidence to support their claim of EI as a separate and distinct ability in recent research. As Sternberg (2002) contended, "An impressive aspect of this work is Salovey, Mayer, and their colleagues' program of careful validation to assess the construct validity of their theory and measures. In a relatively short amount of time, they have developed measures, and provided good evidence of both convergent and discriminant validity" (p. 3).

This study investigated the Self-Science EI curriculum, theoretically based on the Mayer et al.'s (2004) ability model and the Goleman (1998) competency model of EI. Review of the literature investigating these two models of EI follows. Two studies (Izard et al., 2001; Greenberg, Kusche, Cook, & Quamma, 1995) supporting the Mayer and Salovey (2002) model, indicated the importance of developing EI abilities in elementary-

school children. These studies suggested that the development of emotion-knowledge
and the ability to regulate emotions early in the elementary grades predicted improved
academic performance in later elementary grades. Studies with Goleman's Emotional
Competence Inventory (ECI; Emmerling & Goleman, 2003) and studies from the
Weatherhead School of Management (Boyatzis, Leonard, Rhee, & Wheeler, 1996;
Boyatzis, Stubbs, & Taylor, 2002) indicated that people can improve their social and
emotional competencies with sustained effort and a systematic program. In the last part of
this section, the Self-Science EI curriculum is described theoretically, connecting it to the
studies in the literature that support the Mayer and Salovey and Goleman models of
emotional intelligence.

The Mayer and Salovey Construct of Emotional Intelligence

Recent research has shown the Mayer and Salovey (2004) model of EI to focus on EI
as an ability, suggesting that "EI as a mental ability exists is a distinct, clearly defined
construct that has evidence of incremental validity" (Brackett & Mayer, 2003). Mayer
and Salovey (1993) published a seminal article defining EI as an intellectual ability that
utilizes emotional information in thinking. Mayer and Salovey were careful to
distinguish emotion that alters thinking or mood-congruent judgment from emotional
intelligence. The Mayer and Salovey model specifies that each individual possesses the
capacity to process and reason about emotions. Through the lens of Mayer and Salovey's
(2004) theoretical model, EI is described as an intellectual ability rather than a
competency. Simply put, recognizing emotional reactions requires some form of
intelligence. EI involves the individual thinking about feelings, not simply perceiving
and regulating emotion. In their words:

> Emotional intelligence involves the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth. (p. 35)

Research on EI as an ability has been conducted in the traditional psychometric manner, looking for convergent and divergent validity between Mayer and Salovey's MSCEIT v 2.0 and traditional measures of IQ and personality measures. This research has revealed EI, defined as an ability, to be independent of both IQ and the "Big Five" personality measures (Caruso, 2004; Emmerling & Goleman, 2003). Van Rooy and Viswesvaran (in press) have conducted psychometric research that confirms the MSCEIT to correlate only moderately with IQ, evidence that ability EI properly correlates as an intelligence. Van Rooy and Vieswesvaran in their research argued that ability EI is a unique construct of intelligence that accounts for unique variance.

A recent study utilizing Mayer and Salovey's (2004) concept of EI as an ability confirms the importance of the development of this ability for very young children from economically-disadvantaged families. Using a longitudinal correlational design, Izard et al. (2001) sought to examine "emotion knowledge" (the ability to recognize and label emotion expressions) as a predictor of social behavior and academic competence in young children deemed at risk. Emotion knowledge is a first-stage EI ability, according to Mayer and Salovey's EI model of intelligence. Studying children from 72 economically disadvantaged families, the researchers measured emotion knowledge using the Index of Emotion Knowledge instrument during the last semester of Head Start (age 5) and again in the last semester of third grade (age 9). At age 5, children completed the Peabody Picture Vocabulary Test; mothers completed the Activity, Adaptability, and Persistence scales of the Behavior Styles Questionnaire; and children completed an 18-

item emotion recognition task and an emotion-labeling task that used cross-culturally validated facial expressions of interest, joy, surprise, sadness, anger, disgust, contempt, shame, and fear (Izard, 1971). Teachers completed the Social Skills Rating System (SSRS; Gresham & Elliott, 1991) as the criterion measure of social behavior in third grade. The SSRS yields scores on three types of positive social behavior (assertion, cooperation, and self-control), three types of negative social behavior (internalizing, hyperactivity, and externalizing behaviors), and academic competence (skills in reading, skills in arithmetic, and motivation to succeed academically).

A path analysis suggested that emotion knowledge mediated the effect of verbal ability on academic competence. The three regression equations testing the hypothesis showed that (a) verbal ability, the predictor, related statistically significantly to the hypothesized mediator, emotion knowledge ($R^2 = .37$, ß $= .61$) and to academic competence, the criterion ($R^2 = .15$, ß $= .39$) and that (b) emotion knowledge accounts for statistically significant variance in academic competence ($\Delta R^2 = .08$, ß $= .36$), after the variance due to verbal ability is removed ($R^2 = .11$). In the final regression analysis, the combined effect of preschool predictor variables (intelligence, temperament, and emotion knowledge) accounted for 15 to 21% of the variance in third-grade self-control, cooperation, and internalizing. Regression results also indicated that emotion knowledge predicted academic competence, that is, children who show greater emotion knowledge competence in early grades demonstrate greater academic competence in later grades. Izard et al. (2001) argued that the results of the study suggest strong implications for primary prevention and early intervention. Increasing EI abilities in at-risk preschool children predicts academic success in third grade. EI-SEL programming can thus be seen

as important for elementary-school children. Implications are that programs like the Self-Science Curriculum that help children develop emotion knowledge in the early elementary grades (Know Yourself stage of the model) may be an important factor in increased academic success in later grades.

A limitation of this study is that the researchers failed to control the overall error rate. When 91 coefficients were reported in the correlation matrix and tested for statistical significance, no interpretation of the relationship between the correlates was provided. An examination of the correlation matrix demonstrates that intercorrelations between emotion knowledge, verbal ability, and recognition and labeling of emotions were strong and positive, indicating a cluster of abilities that allow children to recognize and name emotions. Strong negative correlations were noted between self-control and externalizing behaviors, self-control and hyperactivity, and hyperactivity and academic competence. This inverse relationship implied that self-control contributes to academic competence. An additional limitation is that the sample size of 72 is small for a path analysis and may not yield results that can be generalized beyond this population.

Greenberg et al. (1995) also demonstrated the importance of increases in emotion knowledge and EI ability. The researchers reported that the Promoting Alternate Thinking Strategies Program (PATHS) program is effective in increasing emotion-centered intelligence abilities and reducing behavior problems in elementary-school children. This seminal study included 30 classrooms in a randomized design and involved 286 children from Grades 2 and 3. Results indicated that the intervention was effective, for both low- and high-risk children, in improving range of fluency and vocabulary in discussing emotional experiences and understanding various aspects of

emotions. Results also indicated that teachers held higher efficacy beliefs regarding the management of emotions for children in classrooms utilizing the PATHS curriculum. Greenberg et al. concluded that increasing EI abilities for elementary-school children improves academic achievement by allowing children to express emotions more appropriately and, as a result, stay on task more often. Increasing emotion-centered intelligence abilities in elementary-school children in this study contributed to improved academic performance through the development of the ability to regulate emotions and increase on-task behaviors in the classroom. Reduced behavior problems in the classroom also contributed to improved academic achievement.

Goleman Model of Emotional Intelligence

Goleman (1995) revised his original model of EI since the publication of his popular book, *Emotional Intelligence: Why it matters more than IQ.* Stating that scientific disciplines must grow, develop, and mature over time, Goleman (1998) recently redefined EI as a competence, a learned capability based on emotional intelligence that "means managing feelings so that they are expressed appropriately and effectively, enabling people to work together smoothly toward their common goals" (p. 7). He postulated that the domains of personal competence and social competence become the foundation for learned EI competencies.

Measurement of competencies in the workplace traditionally has been undertaken to predict work performance across a variety of settings, often with an emphasis on those in leadership positions (McClelland, 1973). As research on "star performers" began to accumulate in the literature, the vast majority of competencies that distinguished average

performers from "star performers" were found to come from the domain of social and emotional competencies.

Goleman's (1998) model of EI offered a framework for analyzing how an individual's potential for mastering the skills of Self-Awareness, Self-Management, Social Awareness, and Relationship Management helped to determine success or failure in the workplace. Self-Awareness refers to an individual's competency in naming emotions and being aware of personal emotional impact. Self-Management refers to an individual's competency in managing behavioral tendencies that result from emotional interpretation. Social Awareness involves competency in understanding other people's behavior and motives, and developing empathy for others. Relationship Management is the ability to use awareness of personal emotions and those of others to manage interactions successfully (Bradberry & Greaves, 2005). Personal competencies are demonstrated through self-awareness and self-management; social competencies are demonstrated through social awareness and relationship management.

Although the clusters in the current EI model correspond to Goleman's 1995 model, the competencies within the clusters have changed as a result of empirical analysis of the Emotional Competence Inventory (ECI) by researchers (Boyatzis et al., 2000). The ECI is the primary instrument for assessment of EI competencies in this model. Research on Goleman's EI theory has involved evaluations of individuals in managerial and leadership roles in corporations and schools of management using the ECI. Results suggested that people can improve their social and emotional competencies with sustained effort and a systematic program (Emmerling & Goleman, 2003). Results also

suggested that leadership improves as emotion-knowledge increases in individuals in leadership positions.

The most persuasive evidence that people can improve their social and emotional competencies comes from longitudinal studies conducted at the Weatherhead School of Management (WSOM) at Case Western Reserve University (Emerling & Goleman, 2003). Students enrolled in the MBA program at Weatherhead are required to take a course in emotional-competency building. In the study, objective assessment of students' emotional competencies occurred at the beginning of the program, at graduation, one to 2 years after graduation, and 3 to 5 years after graduation.

Several cohorts of MBA graduates have now been studied longitudinally, as part of a 50-year study of multiple cohorts of MBA students at WSOM, and compared with students in traditional MBA programs (Boyatzis et al., 2002). Entering data have been collected, since 1990, during a required course, Leadership Assessment and Development. Students' EI competencies in the course were measured using the Learning Skills profile (LSP), the Critical Incident Interview (CII), the Group Discussion Exercise (GDE), the Presentation Exercise (PE), the Self-Assessment Questionnaire (SAQ), and the External Assessment Questionnaire (EAQ). This study used multimethod, multicohort results, providing information from self-report measures, and directly assessing behavior demonstrated in audiotapes of work samples and videotapes of behavior in simulations. An examination of scores on the LSP shows statistically significant improvement in self-confidence for all full-time MBA students. Analysis of the results from the Critical Incident Interviews showed that full-time MBAs statistically significantly improved in planning, attention to detail, self-confidence, and group

management. EI competencies contributed to improved leadership and management capabilities in these MBA students.

An earlier study of the WSOM (Boyatzis et al., 1996) offered evidence that the program emphasis in social-emotional competencies helped promote lasting change in individual EI competencies, including initiative, flexibility, achievement drive, empathy, self-confidence, persuasiveness, networking, self-control, and group management. Full-time students in the EI competency-based Weatherhead MBA program experienced a marked improvement in networking, developing others, self-confidence, and oral communication and initiative. Students in the traditional program improved only in self-confidence. Up to 2 years following completion of the MBA program, students still showed 47 % improvement on self-awareness competencies and 75 % self-improvement in the competencies of empathy and team leadership. Comparison groups from traditional MBA programs did not demonstrate improvement in EI competencies on the job. These students even demonstrated a decrease in social awareness and relationship management during the same time period (Boyatzis et al., 1996). Results suggested the importance of the development of EI competencies in business and educational leaders, built on a strong foundation of personal and social competence.

A limitation of these studies is that the research design was not in place when WSOM instituted program changes to include an emphasis on EI that occurred in the 1989-1990 academic year. The design lacked baseline data from which to measure the effects of program change on the development of EI competencies.

The Self-Science Model of Emotional Intelligence

The Self-Science curriculum for elementary-school children emphasized the importance of both ability constructs (Mayer & Salovey, 2004) and competency constructs (Golemen, 1998) of EI. Emotional intelligence as an ability is reflected in the program's emphasis on naming, understanding, and navigating emotions and in the lesson format designed to encourage exploration and processing of emotional information. Emotional intelligence as a competency is reflected in the program's emphasis on building age- and grade-appropriate emotional intelligence skills.

The Self-Science curriculum has been shown to improve children's EI ability by promoting understanding of the emotional process underlying thoughts, feelings, and actions (Stone McCown et al., 1998). EI competencies in this curriculum are presented in three basic levels called *Know Yourself, Choose Yourself*, and *Give Yourself*. Each level of the curriculum is grounded in developmental knowledge; EI abilities and competencies from the Choose Yourself and Give Yourself phases of the curriculum build on development of EI abilities and competencies from the Know Yourself phase of the curriculum.

The Know Yourself phase involves developing the abilities of emotional literacy: language for naming and communicating emotions, building self-awareness, and understanding how emotions work for each individual. Role play, journaling, cooperative activities, discussion, and reflection are all techniques used in individual lessons designed to develop emotional literacy. As a result, children begin to recognize individual patterns of thinking, feeling, and acting and begin to analyze the effects of those patterns on their own lives and interactions with others.

The Choose Yourself level of the curriculum involves developing the EI competencies of self-regulation, managing emotions, behaving prosocially, and acting with accountability, responsibility, and trustworthiness. The EI ability of recognizing choices presented by emotions is central to this phase. Activities in lessons in this part of the curriculum are designed to help children develop trust, work cooperatively, and begin to develop consequential thinking. Consequential thinking is defined as seeing the positive and negative effects of one's choices and patterns and rechoosing them as necessary (Stone McCown et al., 1998). Intrinsic motivation is an EI ability that results in the development of protective competencies such as resilience. Intrinsic motivation occurs when a behavior becomes reinforcing for its own sake, without the presence of outside reinforcement. Lessons in the Self-Science curriculum are designed to allow children to discover and construct meaning from their experiences, fostering the development of intrinsic motivation. Optimism as an EI competency develops at this level when children are allowed a variety of choices and understand that there is often more than one solution to a problem.

The Give Yourself level of the curriculum focuses on the development of empathy. Empathy is an EI ability that allows children to understand, support, and nourish others. As defined by the Self-Science curriculum, empathy allows children to build interdependence by feeling what others are feeling (Stone McCown et al., 1998). Empathy as a competency develops when children apply the skills they have learned in the Know Yourself and Choose Yourself levels of the curriculum (Stone McCown et al., 1998). The development of empathy allows children to develop prosocial behaviors that foster a connection to the larger community and allow individuals to pursue noble goals.

Pursuing a noble goal is one of the highest EI competencies in the Self-Science curriculum. Children are encouraged to pursue such goals from a young age through opportunities to practice leadership skills and to become involved in service-learning projects that benefit the school and larger community. Through the formulation of noble goals, children learn to contribute selflessly, for the greater good of others (Freedman, 2006).

The Self-Science Curriculum is designed to provide age-appropriate context for elementary-school children to utilize EI to develop personal and social competence. Lessons combine Mayer and Salovey's (2004) concept of EI as an intellectual ability that uses emotional information in thinking and Goleman's (1998) theoretical model of personal and social competence as a foundation for developing EI competencies in elementary-age students. By systematically building a foundation of EI competence, Self-Science contributes to each student's academic progress, while building a sense of community and service to others in the school as a whole.

Empirical research on the Self-Science curriculum is almost nonexistent. A pilot study conducted by Jensen (2001) resulted in 20 teachers, primarily from the San Francisco Bay Area, participating in an initial assessment of the curriculum. Teachers were assigned to either a pilot group or a comparison group. Pilot-group teachers administered a student questionnaire (the SEQI, an experimental EI self-report survey) and were observed by another teacher assigned to complete a teacher observation checklist prior to beginning instruction in Self-Science. In January of 2001, pilot teachers were instructed to experiment with Self-Science lessons and dedicate at least 10 class periods prior to final assessment at the end of the spring semester. Ongoing coaching

was available; teachers received periodic follow-up materials including further lesson instructions.

Pilot- and comparison-group teachers administered the SEQI to students in their classrooms twice, once as the pilot study began in the Fall of 2000 and once as it ended in the Spring of 2001. Initial results indicated that the Self-Science curriculum produced increases in cooperation, improved student-teacher relationships, and improved classroom relationships. Pilot teachers and students also reported increased student focus and learning, as well as a decrease in negative verbal messages between students. One-hundred percent of the teachers reporting in the pilot study wrote that Self-Science increased cooperation, improved student-teacher relationships, and improved classroom relationships. Eighty-eight percent of the responding teachers reported improvement in student learning. Teachers completed an overview survey questionnaire to capture initial responses just prior to the final completion of the pilot. Data reported are based on eight teacher surveys and on observational records from the pilot.

A qualitative study, this pilot study was not designed to generate conclusive findings, and data have not been analyzed further following the initial report. Difficulties in this study include the self-report nature of the assessment and the low response level of teachers who participated. At the time of the reported evaluation, only half of the pilot teachers had reported results.

It is clear from this pilot study that positive change can be made in the classroom with only a small investment of resources. The Self-Science Curriculum is in the infancy of its research. As evidenced by the studies presented in this section, educators looking to utilize research results can find evidence that EI is an important predictor of academic

success in elementary school. Further research is recommended to discover the influences that maximize academic success using the Self-Science curriculum at the elementary-school level.

The next section contains details of studies that measure the development of empathy and prosocial behaviors, basic building blocks in the development of emotional intelligence. In the Self-Science curriculum, empathy is viewed as an EI ability that allows children to develop prosocial behaviors, which, in turn, positively impact academic success.

Development of Empathy, Prosocial Behavior, and Emotional Intelligence

Empathy is the process of identifying with the feelings or thoughts of another person (Goleman, 1995). Goleman placed empathy at the core of social competence. Positing that empathic people learn to understand other people's points of view, he contended that individuals with a highly developed empathic competence are less likely to misunderstand communication or become angry as a result of interactions with others. Highly-empathic individuals are more likely to develop social competence. Seligman (1995) has posited that the development of empathy is the first step to the successful management of emotions and development of prosocial behavior. Seligman defined prosocial behavior as positive social behavior that enables people to achieve many of their goals. Prosocial behavior encompasses behaviors such as sharing, helping, initiating communications, requesting help from another person, and giving compliments (Kidron & Fleischman, 2006). Research evidence has suggested a direct and moderately strong relationship between students' prosocial behavior and their academic achievement

measured by grades, standardized test performance, or both (DiPerna & Elliott, 2000; Wentzel, 1993).

The research studies cited in this section support a strong, positive relationship between prosocial behavior and academic achievement. The studies in this section strongly suggest that implementation of an EI-SEL curriculum similar to that of Self-Science has a positive effect on students' academic achievement. This section reviews a study by Hastings, Zahn-Waxler, Robinson, Usher, and Bridges (2000) whose results suggest the importance of programs that emphasize modeling empathy in the development of prosocial behavior, particularly for elementary-school children labeled economically disadvantaged. Wentzel (1993) contended in her research that a stronger emphasis on the development of cooperative, sharing, and helpful behavior suggests a positive impact on student achievement. Building on Wentzel's work, DiPerna and Elliott (2000) concluded that prosocial behaviors impact academic achievement directly and as academic enablers. Malecki and Elliott (2002) continued investigating the relationship between social behaviors and academic achievement and concluded that prosocial skills positively predict future academic achievement.

Hastings et al. (2000), in a study measuring the development of concern for others in young children, supported the conclusion that prosocial skills predict future academic achievement. The study suggested that observable deficits in concern for others develop after the elementary-school years. Hastings et al. utilized data collected as part of an ongoing study of children at varying levels of risk for the development of disruptive behavior disorders. The initial sample consisted of 51 male and 31 female 4- to 5-year-old children (mean age = 54.68 months, SD = 3.28) living in a major urban community.

Children with mental or physical challenges or who scored in the subaverage range on a measure of IQ were excluded. Participating families were predominantly Caucasian (n = 67), two parent (n = 73), and middle to upper-middle class in socioeconomic status (SES).

Classifying children at low, moderate, or high risk for developing disruptive behavior disorders, Hastings et al. (2000) assessed a sample of 80 children three times (T1, T2, and T3) over a period of 5 years. The children ranged in age from early childhood (4 to 5) during the first assessment to middle childhood (9 to 10) during the final assessment. Study attrition was small; 72 children participated in the final assessment.

At T1, children made five visits to the laboratory. Data from three sessions, observations of responses to a female experimenter who was simulating distress (simulations were in the context of an ongoing activity), assessment of children's cardiac responses to a mood-induction paradigm, and children's responses to their mother's simulation of distress were observed. Six months after completion of T1, mothers completed the Child Rearing Practices Report (CRPR) at home. At T2, observations of the children's reactions to the mother's and experimenter's distress simulations were again taken, children were administered the Bryant Empathy Scale, mothers completed the My Child measure of empathy, behavioral and affective aspects of conscience development, and teachers completed a composite measure of children's prosocial behaviors with peers at school (the Child Behavior Checklist – Teacher Report Form, TRF). At T3, mother's completed the Child Behavior Checklist (CBCL), and teachers completed the CBCL Teacher Report Form (TRF).

Hastings et al. (2000) suggested that environmental factors play a strong role in the development of children's concern for others. Concern for the welfare of others coexisted in this study with behaviors that violated the rights of others and garnered the displeasure of adults. Children in this study actually decreased in the strength of their concerned responses twice, initially over the transition from preschool to elementary school and again as they entered the middle-school years. The results of this study suggested that levels of reasoning increase during this period of time in children's lives and modeling empathy in responsiveness to peers may increase its development. Fostering young children's attention and concern for others may be an effective avenue of intervention to prevent later-developing externalizing behavior problems. EI-SEL curriculum, like Self-Science emphasizes the development of empathy and encourages children to develop prosocial competencies.

One unique aspect of this study was the use of direct observation of the children's behavior as a measure of concern for others. Previous studies utilized parent and teacher rating forms. Both types of assessment have subjective difficulties, but the use of direct observation provided a clearly documented catalog of empathic behavior in young children. Triangulation of data through multiple sources of data increased the validity of the study's findings.

A 1993 study by Wentzel contributed to the understanding of the relationship between prosocial and antisocial behaviors and academic achievement in middle-school children. Wentzel demonstrated the causal effects of 423 sixth- and seventh-grade students' prosocial and antisocial behaviors on their grade point averages (GPAs) and Stanford Test of Basic Skills (STBS) scores. Eleven teachers from a sixth- through eighth-grade

middle school participated in the research. Participating classrooms were chosen by the school principal to represent a wide range of student ability. Data for this study had been gathered previously as part of a larger study in 1991 of motivational, affective, and behavioral predictors of academic achievement in early adolescence.

Wentzel (1993) looked at relationships between social and academic outcomes and teachers' preferences for students as a possible mediator between social conduct and academic performance. Wentzel also measured social behavior as a direct, independent predictor of academic performance. She found that students' prosocial behavior in the classroom (peer assessed) had a direct and statistically significant effect on their GPAs, as did their antisocial behavior. Both prosocial and antisocial student behavior also had a direct and statistically significant effect on teacher-rated academic behavior, which influences GPA. Wentzel reported that students' antisocial behavior had a rather large negative impact on teachers' preferences. STBS scores (M = 666.03, SD = 2.81, range = 393 to 750) and GPAs (coded on a continuous scale ranging from F(1) to A(12); M = 7.19, SD = 2.81, and range = 1 to 12) showed identical patterns of influence, with STBS scores showing weaker effects. STBS scores were a critical element in establishing a relationship between prosocial behavior and achievement as they rarely are reported to students and have little direct effect on social-skills performance in the classroom. Prosocial behavior influences academic achievement in middle school, indirectly through teacher preferences that affect GPA and directly as demonstrated by standardized test results. Wentzel concluded that the modeling prosocial behavior and development of cooperative, sharing, and helpful behavior suggested a positive impact on student achievement.

Limitations of this study included correlational analysis that describes but cannot explain causation. There may be other explanations for the relationship between prosocial behavior and academic achievement. Another limitation is that the sample in this study was drawn from a Midwestern middle school. The population might not be representative of urban or suburban populations in other areas.

Building on Wentzel's (1993) work on prosocial behavior and its influence on academic achievement, DiPerna and Elliott (1999) developed the Academic Competence Evaluation Scales (ACES), a rating scale utilizing teacher ratings as predictors of children's academic achievement. DiPerna and Elliott sought to define academic competence and to evaluate "the skills, attitudes, and behaviors of a learner that contribute to academic success in the classroom" (p. 210). The initial pilot version of ACES was a 95-item teacher rating scale. The respondents in this study consisted of 56 elementary teachers who completed ratings for 300 students in Grades 1 through 6. Through principal components analysis, DiPerna and Elliott (1999) defined two categories of competencies that contribute to academic competence: academic skills and academic enablers. Academic skills included reading-language arts, mathematics, and critical-thinking skills. Academic enablers included study skills (behaviors that facilitate the processing of new material and taking tests), interpersonal skills (include cooperative learning and behaviors necessary to interact with others), motivation (a student's approach, persistence, and level of interest in academic subjects), and engagement (attention and active participation in classroom activities).

The first purpose of this study was to identify the skills, attitudes, and behaviors of learners that contribute to teachers' judgments of academic performance. The 60-item

version of ACES was developed to measure those skills, attitudes, and behaviors. As a
result of this study, ACES contains five related scales developed from a factor analysis of
the structure of the ACES, based on the teacher frequency ratings of items.   The five
scales are Academic Skills, Interpersonal Skills, Academic Motivation, Participation, and
Study Skills. Internal consistency (median Cronbach's Coefficient Alpha = .95) and test-
retest stability (median r = .83), measured 6 weeks apart, were high. The five-factor
solution accounted for 72% of the variance in the total scale.

   DiPerna and Elliott (1999) hypothesized that student prosocial behaviors contribute to
academic achievement both through direct influence and as academic enablers. Prosocial
behaviors function as academic enablers, increasing student engagement in learning
through interactions with like-minded peers, increased student efficacy, and attention to
and active participation in classroom activities.
Prosocial behaviors indirectly impact a student's academic achievement by increasing
access to classroom activities that promote skill development. DiPerna and Elliott (1999)
found that prosocial behaviors contribute to teacher's positive judgments of academic
performance. Pearson product-moment correlation coefficients between the ACES and
the Social Skills Rating Scale – Teacher Version (SSRS-T) scores ranged from moderate
to high and were statistically significant. Teachers' ratings of students' academic
competence were found to be related positively with students' standardized achievement
test scores. Correlation coefficients between the ACES and Iowa Test of Basic Skills
(ITBS) scores were in the moderate range. Support was found for the prediction that
teacher ratings of academic competence would be related negatively with students'
problem behaviors. Pearson product-moment correlation coefficients between the ACES

and ratings of student's problem behaviors on the SSRS-T were moderate, statistically significant, and inverse. Each scale on the ACES displays moderate positive correlation coefficients with teacher ratings of social skills and exhibits low to moderate negative correlation coefficients with teacher ratings of problem behaviors. These findings suggested that the development of prosocial behavior contributes positively to academic competence.

Limitations of this study included the fact that a single sample was used to create ACES. Replication by future studies is necessary. In addition, the sample is inappropriate for exploration of group differences. Future research should include equal samples and consistent measures across all samples.

Malecki and Elliott (2002) also built on Wentzel's (1993) work examining the relationship between measures of academic achievement and peer and teacher ratings of positive and negative social behavior. Malecki and Elliott conducted an investigation of the relationship between social behaviors and academic achievement for 139 third- and fourth-grade students from a large, urban community in Western Massachusetts. Fifty-four percent of the students were female; 46% were male. Sixty-nine percent of the students in this study were from minority groups (43% Hispanic, 22% African American). Teachers completed the Social Skills Rating System – Teacher Form (SSRS-T); students in the program completed the Social Skills Rating System – Student Form (SSRS-S). Academic achievement was assessed using the Iowa Test of Basic Skills.

Correlational research results suggested three findings. Social skills as rated by teachers (SSRS-T and ITBS Total, Reading, Mathematics, and Language) in the Spring and the Fall positively and statistically significantly related to academic competence and

academic achievement (correlations were moderate to moderately strong, ranging from .40 to .54). Social skills as rated by students were correlated positively with academic competence and academic achievement because statistically significant correlations were found between students' Fall scores on the SSRS-S Social Skills scale and two of their scores in the Spring data (ITBS Language scores and the Academic Competence score, $r = .37$ for both). Academic competence as rated by teachers was related positively and statistically significantly to academic achievement. The strongest correlation coefficients were between the SSRS-T Academic Competence ratings and the ITBS Total score ($r = .54$ to .68). The correlation coefficients between the SSRS-T Academic Competence ratings and the ITBS subscales also were all moderately strong to strong, ranging from .49 to .65. Correlations were in the moderate to high range in all three areas.

Using regression analysis, Malecki and Elliott (2002) demonstrated longitudinal, empirical data showing that social skills are positively predictive of future academic achievement and problem behaviors are negatively predictive of concurrent academic achievement. This study concluded that social skills were an important predictor of future academic functioning for elementary-school students. Malecki and Elliott (2002) also reported that prosocial behavior in the elementary-school classroom positively predicts future academic performance on standardized achievement tests.

Limitations of this study include the large number of correlation coefficients computed that may have resulted in some statistical significance by chance alone. The criterion for statistical significance was set at .01 to minimize the probability of this occurrence. The study is limited by the sample representing students from a narrow range of grades. The researchers noted the lack of academic indicators for the sample as

a limitation. They suggested comparing results of this type of research directly with previous research and using the same academic indicators in future research.

The evidence in favor of the positive impact of prosocial behavior on academic achievement for elementary-school students has been reflected in all of the studies in this section. Other research results suggested that students who demonstrate prosocial behavior toward others are well liked, affording them more opportunities to interact and be involved positively in academic endeavors (Caprera, Barbaranelli, Bandura, & Zimbardo, 2000; Eisenberg, Carlo, Murphy, & Van Court, 1995).

Caprera et al. (2000) found that early prosocial behavior positively predicts later academic achievement. Eisenberg et al. (1995) conducted a longitudinal study that supported these results, finding that higher levels of prosocial behavior are associated with the development of empathy and the ability to take the perspective of others, academic enablers that positively affect academic achievement.

Caprara et al. (2000), in a longitudinal study, found that changes in achievement in eighth-grade students could be better predicted from knowing children's social competence than from knowing children's academic achievement in third grade. Third graders in this study attended an elementary school in Rome, Italy. Socioeconomic status in this stable community was heterogenous; the community demonstrated a range of professions, from skilled laborers to professionals. Prosocial behavior was defined through three assessment measures: child-rated assessments of themselves, peer-nominated ratings, and teacher ratings. Academic achievement was defined by student grades. Two-hundred-ninety-four students (males = 166, females = 128) participated in this study. Four third-grade cohorts, using a staggered start and measured during

alternate years, participated.   Eighty-nine percent of the children who began the study in third grade were assessed 5 years later in eighth grade, indicating low attrition rates.

Using structural equation modeling, prosocial behavior was shown to have statistically significant effects on academic achievement. The paths from earlier prosocial behavior to academic achievement and social preference had high and statistically significant coefficients of .57 and .55, respectively. Early aggression had no predictive value for either academic achievement or social preference, showing statistically nonsignificant impact coefficients of -.10 and -.04, respectively. The model showed early prosocial behavior to be the only variable statistically significantly influencing academic achievement, accounting for 35% of the variation in academic achievement**.** Early academic achievement correlated strongly (r = .75) with prosocial behavior and negatively (r = -.31) with aggression; aggression and prosocial behavior were negatively related (r = -.39). The implication is that EI-SEL programs like Self-Science that teach prosocial behavior will impact positively academic achievement in elementary-school children. Results of the Caprara et al. (2000) study suggest that the development of prosocial behavior in elementary-school children positively predicts future academic achievement.

 Eisenberg et al. (1995) studied two groups of middle-class children over a period of 15 years, measuring their prosocial development seven times during the time period. Sixteen boys and 16 girls participated in the study; attrition of five students occurred over the 15-year period. Children were initially measured at age 4 to 5; the final measure occurred when the children were approximately age 19 to 20. A comparison sample of 34 twelfth graders attending a public school in the same suburban city was interviewed

only at age 17 to18. Students were interviewed and assessed using PROM (the Pencil-and-Paper Measure of Prosocial Moral Judgment). Reasoning responses were coded into five developmental categories of reasoning, ranging from hedonistic (looking for self-gain) to abstract, internalized (exchange that benefits a larger group), or both.

Students were assigned scores indicating the frequency with which they used each of the various types of reasoning when discussing both the pros and cons of helping a needy person in the story dilemma presented. The primary coder remained the same throughout the study for each individual; during the last two measurements, a second scorer coded half the data. At the final measure, two additional people co-scored the data for reliability.

The study found that measures of prosocial behavior, empathy-related constructs, and social desirability remained relatively stable over periods of 4 years or longer. Examination of means revealed that hedonistic reasoning (centered on personal desires) decreased until ages 11 to 12 and then increased somewhat for girls into adolescence. Hedonistic reasoning increased statistically significantly for males [$F(1,26) = 4.46$, $\eta^2 = .15$] into adolescence and young adulthood. According to Cohen, practical importance of .10 is small, .25 is medium, and .40 is large. The measure of explained variation indicates medium practical importance.

Pragmatic and approval-oriented reasoning increased in a linear fashion with age for both males and females. In summary, in a 2 (gender) by 5 (time) analysis of variance, the main effect of gender was statistically significant. Females scored higher on average than males on moral reasoning. Scores increased with age for both genders. An examination of the means shows that both sympathy and perspective-taking increased through

adolescence. The researchers speculated that the development of sympathy may stem from empathy and the ability to take the perspective of others associated with higher levels of prosocial behavior. A limitation of this study is that the self-report measures may be contaminated by self-presentation concerns.

Catalano et al. (2003) studied the Raising Healthy Children (RHC) program, a comprehensive, school-based prevention program. The goal of RHC is to promote positive development, reduce identified risk factors, and prevent the development of problem behaviors in adolescents. Studying 938 first and second graders in 10 schools in the Pacific Northwest over an 18-month period, Catalano et al. utilized an experimental research design. Children were assigned randomly to treatment (RHC) and comparison groups. Training for the treatment groups involved teacher workshops, booster sessions for teachers, parent workshops, and student intervention through summer camps or at-home services for students referred because of behavior or academic problems. Parent, teacher, and student self-report measures were used to obtain data in social competency, antisocial behavior, and commitment to school. In this study, hierarchical linear modeling analysis was used. Results showed that teacher reported academic performance was statistically significant higher in the RHC groups. Teacher-reported antisocial behaviors decreased while teacher-reported social competency increased compared with peers from the non-treatment group. Results of regression analysis affirmed parent-reported improved academic performance (ß = .082, t = 2.72) and stronger commitment to school (ß = .080, t = 2.45). The results of the work of Catalano et al. suggested that elementary-age intervention to develop prosocial behavior and the protective factors associated with it is effective and recommended.

Limitations of this study were that the sample was mostly European American, limiting its generalizability. Males were overrepresented in this study. Assessment of students utilized self-report measures; elementary-age students exhibit some validity issues with self-report measures (Paulhus et al., 1998).

The research on empathy and prosocial behavior in this section of the literature review indicated that elementary-school students' grades and classroom climate are affected positively by social competence. Social competence, identified in elementary school, has been shown by the studies in this section to predict later academic achievement. Results of the studies in this section have strongly indicated prosocial behavior to be a mediator in academic achievement, allowing the development of protective factors to reduce risk and increasing positive academic interaction in a social learning environment such as public elementary school. EI-SEL curricula like Self-Science aid elementary-age children in the development of empathy and prosocial behavior, resulting in social competence that begins to develop at an early age.

<center>Brain-based Research and Emotional Intelligence</center>

In the 1990s, research attention turned to using new brain-imaging techniques to measure and map specific activity in the brain. Such brain-based research has suggested that emotions and intellect are intertwined. "The physical impact of emotional intelligence is so strong that studies at the Harvard Medical School have actually mapped physical differences in the brain based on changes in emotional intelligence" (Bradberry & Greaves, 2005, p. 51). Brain-based research has recognized the role of EI in cognitive functioning and brain-based research has yielded empirical support for the interrelatedness of EI-SEL programming and academic achievement. Brain-based

research has allowed emotions to be understood as cognitive representations of body states (Damasio, 1994). Seminal research suggested that emotions, understood and utilized correctly, guide and direct learning in a positive way (Damasio, 1994; Mayer & Salovey, 1993).

LeDoux (1994) illustrated a dual system of emotional comprehension involving a cortical route and a subcortical route. His research illustrated that the amygdala and thalamus are involved in awareness of simple emotions; the prefrontal cortex becomes involved to interact with stimuli when they become more complex. Individuals learn by constructing meaning through pattern making, emotional cueing, and relevance. As individuals interact with the world, the brain changes its own wiring, perhaps almost continually (Zull, 2004). Researchers have termed this "plasticity" and used it to illustrate the possibility of brain growth at all stages of life.

LeDoux (1994) in his seminal work with animal brains, established that the amygdala (located in the midbrain) is the center of emotional regulation, particularly in association with the response of fear. Working with laboratory animals, LeDoux's research has involved following the flow of a stimulus through the brain from the stimulus processing pathways to the response control network. Through this research, LeDoux has traced the neural routes underlying the formation of memories about primitive emotional experiences, such as fear. The amygdala, alerted to fear and danger, signals the "fight or flight" body state and downshifts cognitive processing in order to attend swiftly to the sensed danger. LeDoux's extensive research corroborated that emotions drive attention, create meaning, and have their own memory pathways (LeDoux, 1994).

LeDoux's (1994) research led him to believe that humans may not have direct conscious access to emotional memory. Research in his laboratory has shown that when part of the prefrontal cortex is damaged emotional memory is very hard to extinguish. Results suggest that the prefrontal cortex normally controls expression of emotional memory and prevents emotional responses once they are no longer useful. Damage to the prefrontal cortex prevents control of the emotional memory, resulting in behavior that is unregulated by thought or reason. These results suggest that emotional memory may be unconscious, leaving the cortex to interpret emotions through behavior and bodily expression of emotion. LeDoux's research has led him to believe that emotions are products of different mind-body systems, each of which evolved to take care of the problems of survival.

A limitation of LeDoux's (1994) very carefully constructed empirical research is that surgical removal of parts of the brain to assess the consequences on functioning can only be performed with animals. LeDoux has suggested that the neural pathways for fear conditioning are similar in mammals and possibly all vertabrates. As a result, LeDoux argued that animal models can give answers to human puzzles.

Damasio's research (1994) echoed LeDoux's findings about the interrelatedness of emotion and cognition and established the idea that feeling or being conscious of emotions enhances cognitive response by allowing flexibility of response in humans. Damasio wrote that "reduction in emotion may constitute an important source of irrational behavior" (p. 53). Damasio highlighted the neural interconnectedness of emotions and reason in his work with brain-damaged patients. His research demonstrated that seemingly rational people who had experienced damage to various areas of the

prefrontal lobes of the brain were able to reason logically but made poor decisions or were indecisive to the detriment of their health and well-being.

Damasio's (1994) work demonstrated that the interconnected system of reasoning and feeling has enormous influence on how individuals learn and achieve. "Nature appears to have built the apparatus of rationality not just on top of the apparatus of biological regulation, but also *from* it and *with* it" (p. 128). Damasio's research illuminated the idea that emotions regulate behavior and enhance learning. He used the term "somatic markers" to identify body feelings that accompany specific cognitive experiences. Damasio's experiments have suggested that "basic body regulatory systems prepare the ground for conscious, cognitive processing. Without such preparation, the realization of what is good and what is bad would either never arrive, or would arrive too late and be too little" (p. 222). Children who become emotionally literate through EI-SEL programs like Self-Science learn to navigate emotions and develop neural pathways that cue them into the meaning of somatic markers. Programs like Self-Science teach children to pay attention to physiological reactions to emotional responses, using learned EI competencies to interpret and integrate emotional responses into cognitive competencies like conflict resolution and problem solving.

In a seminal article, Bechera, Damasio, Damasio, and Anderson (1994) reported the existence of somatic markers in the "gambling experiments." Participants were asked to make selections from decks of cards to increase their winnings by the end of the experiment. Two decks of cards (A and B) yielded bigger risks and bigger rewards, followed by larger negative consequences. Two decks of cards (C and D) yielded smaller rewards but consistently paid off. The performances of a group of comparison

participants (21 women and 23 men) in this task were compared with those of frontal-lobe damaged individuals (4 men and 2 women). About half the participants had a college education. Groups were similar in age range; groups were matched in educational achievement. In these experiments, skin conductance responses could be detected that served to warn individuals when they were about to make a "bad" decision. The patients with prefrontal damage were unable to "learn" to avoid making choices that would cause them to lose money in the experimental situation; their brains failed to signal anticipatory somatic markers. Individuals without brain damage acquired stronger and stronger skin conductance responses over time, indicating that their brains were learning about the situation and trying to signal which choices would not be good in future play. An analysis of variance (ANOVA) designed to compare cards chosen from each deck in the gambling experiment revealed a statistically significant and modestly practically important interaction of group (comparisons vs. targets) with choice (Decks A, B, C, D) $[F(3,147) = 42.9, \eta^2 = .47]$. Subsequent Newman-Keuls t tests revealed that the number of cards selected by normal comparisons from deck A or B were statistically significantly less than the number of cards selected by target participants from the same decks. On the contrary, the number of cards selected by individuals without brain damage (controls) from decks C or D was statistically significantly higher than the numbers selected by target participants. The difference between normal and prefrontal ventromedial damaged participants was found to be statistically and practically significant with a one-way ANOVA conducted on the difference in the total numbers of card selections from the advantageous decks minus the total numbers of selections from the disadvantageous decks $[F(1,50) = 74.8, \eta^2 = .60]$. Bechera et al. found statistically significant results of

large practical importance in interaction of group with choice and between normal and prefrontal ventromedial damaged participants.

Bechara et al. (1994) concluded that individuals with damage to the ventromedial sector of prefrontal cortices demonstrate a severe impairment in real-life decision-making while displaying a preserved intellect. Emotions, and their corresponding evaluation, are necessary for clear, rational thinking and understanding of future consequences and benefits.

Limitations of these studies were that the researchers were simulating real-life situations in the laboratory; it is impossible to control for extraneous environmental variables in a laboratory simulation. Damasio's (1994) work, however, highlighted the importance of the interplay between emotion and cognition in human learning. His somatic marker mechanism may be the basis of what has been termed the "theory of the mind" in cognition. Theory of the mind is the mechanism that enables individuals to interpret the mental states of other people: their dispositions, intentions, and motivations. Correctly understanding and naming emotions, the most basic EI competencies, lie at the heart of an individual's ability to understand and empathize with others. EI-SEL programs like Self-Science help children develop those basic EI competencies that research like LeDoux's (1994) and Damasio's (1994) has suggested is necessary for effective future learning.

Mayberg (2005) discovered an important area of connection between emotions and reason in her work with depressed patients. Mayberg showed that patients diagnosed with major clinical depression and resistant to typical treatments displayed hyperactivity in a subcortical area of the brain known as Cg25, whereas the prefrontal cortex areas

indicated underactivity. Area Cg25 has been shown to mediate negative mood (activity increases with sadness, decreases with alleviation of depressive symptoms). Prefrontal cortex areas are known to be the areas where higher cognitive processing, reasoning, thinking, and memory take place.

Working with 6 severely depressed patients (DSM IV-TR criteria), Mayberg (2005) investigated the hypothesis that the use of chronic stimulation to modulate Cg25 brain matter and interconnected frontal and subcortical regions could reverse the pathological metabolic activity in these circuits and relieve the symptoms of severe depression. Mayberg implanted electrodes that could receive stimulation in area Cg25 of each of their brains. Four of the six returned to a more normal level of functioning, able to make decisions and reason logically, when deep brain stimulation returned the functioning of both areas of the brain to a normal level. This study included blinded controls in the form of researcher and patient blindness to stimulation versus placebo affect. Follow-up occurred for 6 months, with changes persisting. Mayberg concluded that such affect changes "may reflect long-term changes in neural network properties as a consequence of prolonged stimulation" (p. 657). Limitations of this study are due to its small sample, limited follow-up, and lack of a stronger control such as a sham surgery.

Results indicate that reason and passion, or thought and emotion, are indeed linked in a loop rather than stacked in a hierarchy. The results of Mayberg's (2005) research suggested that, in order for an individual to function optimally, thought and emotion have to be balanced. Such brain-based research provides support for the idea that understanding and feeling emotions is a necessary precursor for rational thinking and

decision making, factors that increase attention and engagement and are linked to academic achievement.

In actuality, brain research is in its infancy and is a rapidly changing field as new information is discovered continually and refined. Exciting research results from scientists like LeDoux (1994), Damasio (1994), and Mayberg (2005) have suggested that the plasticity of the human brain indicates an ability to create new neural networks and change existing neural patterns. The seminal studies in this section corroborate the idea that emotions are essential to rationality and understanding. Emotional literacy should be regarded as an essential element of educational programming. EI competencies have been suggested to improve student achievement through the enhancement of neural networks. EI-SEL programs like Self-Science help students develop EI competencies like emotional literacy and implement brain-based changes that improve the student's learning and achievement. The next section focuses on the literature investigating the relationship between EI and individuals diagnosed with learning disabilities.

<center>Learning Disabilities and Emotional Intelligence</center>

There is a consensus in the literature that the majority of students diagnosed with learning disabilities (LD) have difficulties with social relationships (Elias, 2004; Hatzes,1996; Kolb & Hanley-Maxwell, 2003). Elias' (2004) review of the research on EI and LD indicates that students with learning disabilities experience problems in three key (EI) skill areas: (a) recognizing emotions in themselves and others, (b) regulating and managing strong emotions, and (c) recognizing EI strengths and areas of need. Communication attempts on the part of LD students with peers and adults often result in feelings of frustration, inadequacy, and misunderstandings. The literature suggests that

many children diagnosed with learning disabilities tend not to be accepted by their peers. LD children frequently have difficulty reading nonverbal and other subtle social cues (Elias, 2004).

Elias (2004) suggested that successful intervention for LD children is intensive and requires substantial EI adjustments. The studies in this section demonstrate that many nuanced social and emotional abilities are needed on the part of the LD child in order for that child to achieve academic success. Structured EI-SEL interventions like Self-Science help children diagnosed with LD to develop EI competencies and better manage stress, increase adaptability, and improve academic achievement.

In a randomized, intervention trial study examining the long-term effectiveness of the Promoting Alternative Thinking Strategies (PATHS) with children who had been identified with special needs, Kam, Greenberg, and Kusche (2004) examined the trajectories of students' outcomes across intervention and follow-up years (3 years after the intervention). The sample consisted of 133 students with disabilities (97 boys, 36 girls, 88 European American, 27 African American, and 18 of other ethnic origins) in seven elementary schools in the state of Washington. All students remained in the study throughout the one-year intervention and were available for pre-, post-, and follow-up testing. According to the classification system used by the state of Washington, 53 of these children had learning disabilities, 23 had mild mental retardation, 31 had emotional and behavioral disorders, 21 had physical disabilities or health impairments (ADD-ADHD), and 5 had multiple handicaps. The 60-lesson version of the PATHS curriculum was adapted specifically as a model for the children in this study. Teachers attended a 3-day training workshop. PATHS lessons were taught approximately three times per week

between early October and early April of a single academic year. Project staff observed and consulted with the teaching staff weekly.

The *Kusche Affective Interview* (KAI) was used to assess children's understanding of emotions and their ability to provide examples of personal experience with different emotions. The *Social Problem-Solving Interview* (SPSI) was used to assess children's social-thinking skills through hypothetical vignettes. The total score of the *Children's Depression Inventory* (CDI), a 27-item self-report of depression, was used to measure each child's overall level of depression. The *Child Behavior Checklist – Teacher Report Form* (CBCL – TRF), an 118-item checklist was used to assess children's internalizing and externalizing symptomology, as well as adaptive functioning in school. The Social Competence subscales of the *Teacher-Child Rating Scale* (TCRS), a 20-item, 5-point rating scale for teachers, were used to assess school-related social and emotional competence.

The researchers concluded that protective factors, in terms of children's skills and cognitions as well as the quality of their classroom environment, must be strengthened to counteract the negative impact of special-needs issues. The reason for this recommendation was that no statistically significant intervention group differences were found for the trajectories of teacher-reported social competence. Specifically there was no difference between the treatment and control group in either the Year 3 follow-up levels or the rate of changes in teacher-rated frustration tolerance, assertive skills, task orientation, and peer sociability. Children in the intervention condition displayed a small but non significant reduction in the percentage of aggressive solutions they generated (treatment: 22.5%; control: 15.5%; $F(1, 84) = 2.8$), and a statistically significant increase

in the percentage of solutions that were non confrontational and indicated self-control (treatment: 15%; control: 8%; $F(1, 84) = 3.4$). Researchers recommended further differentiation of the PATHS model for LD students, emphasizing the behavioral aspects of self-control and communication skills.

A limitation of this study is the single-year model.   Students with special needs would benefit from multiyear curriculum. Researchers also indicated that curricular time devoted to PATHS was limited in this study; teachers did not have curricular time to cover the more advanced steps of skills they were teaching in the curriculum. There were confounding variables because specialized instructional programs and individualized education programs were being implemented along with PATHS in both special-education programs and general-education programs. Finally, analysis by classification of disability was not possible in this study due to the relatively small sample size of each self-contained class.

Results of another study support Kam et al.'s (2004) recommendations of the need for increased protective factors for special-needs children. Reiff et al. (2001) proposed that although many individuals with LD do not have emotional problems that require specific intervention, the presence of LD places them at greater risk for anxiety and depression, mental states that negatively impact effective functioning. This study investigated the importance of protective factors afforded LD students by the development of EI competencies. Reiff et al. (2001) suggested that "emotional intelligence refers to the skillfulness with which one can mediate and regulate the emotions of oneself and others" (p. 66). Seventy-one participants in this study were diagnosed with learning disabilities; 98 students without the LD diagnosis participated in the study. Students were selected

from two small colleges and two large research universities in the mid-Atlantic region of the US. All students with LD were invited to participate in this study by the disability-service provider on their respective campuses. The researchers did not provide information about the selection and participation of non-LD students.

EI competencies were measured using the Bar-On EQ-i (Bar-On, 1997). One hundred twenty-eight of the 169 participants completed valid protocols (54 LD, 74 non-LD) that were used for analysis. An analysis of demographic variables revealed relatively homogeneous groups of students. The students from private colleges had higher high-school Grade Point Averages (GPAs) and total Scholastic Aptitude Test (SAT) scores, with the non-LD students contributing most to this difference. A chi-square analysis was performed to investigate the effect of gender and group membership (LD or non-LD). The obtained X^2 was not statistically significant ($X^2 = 2.22$, $df = 1$, N = 128). A Multivariate Analysis of Variance (MANOVA) revealed statistically significant main effects for LD and gender; the interaction of LD and gender was not statistically significant. Post hoc analyses indicated statistically significant and practical differences in both stress management ($F(1, 126) = 8.76$, ES = .52) and adaptability ($F(1, 126) = 6.0$, ES = .44). Students without LD were statistically significantly better at managing stress than students with LD, and those without LD were statistically significantly more adaptable as well. Effect sizes indicate large practical importance, suggesting that stress management and adaptability are important EI skills for students with LD to develop. In addition, post hoc comparisons indicated a statistically significant interaction effect on the Interpersonal composite scores ($F(1,126) = 4.16$, ES = .82). Women without LD had the highest mean (106.05), men without LD had the lowest mean (94.03), and both men

and women with LD fell in the middle with similar means (men = 99.60, women = 101.09). EI-SEL programs, like Self-Science provide a framework for developing EI skills that increase adaptability and enhance stress management (Elias, 2004). Results of this 2001 study by Reiff et al. argue that EI-SEL programs improve the academic achievement of students with LD by improving their ability to manage stress and increasing adaptability.

Limitations of this study include a relatively small sample. Inherent bias problems were created as LD students volunteered for the study, whereas non-LD students did not volunteer. Students who did not volunteer may present a different profile from those who did volunteer. Finally, the instrument used to measure EI (EQ-i) has raised validity concerns because of its situation-specific nature. The EQ-i is a trait measure of EI, raising concerns about its measurement overlap with personality variables. Critics have questioned whether it measures EI or personality traits.

The literature indicated that parents of LD students favor educational programs that balance academics with the development of protective EI competencies. Kolb and Hanley-Maxwell (2003) completed a qualitative study of parents of children with high-incidence disabilities. Results confirmed that parents of students diagnosed with learning disabilities believed that EI skills such as recognizing emotions in oneself and others, recognizing strengths and areas of need, taking others' perspectives, and sensing their emotions are skills that are at least as important for LD children as academic competence. The participants in this study were parents of students who received special-education services in a small Midwestern city school district. The sample of parents was drawn from the parents of children who attended grades 6 through 9 in the middle school in this

district and who had high-incidence disabilities. Seven-hundred and thirty-nine students

attended this middle school; 95% of the student population was European American with

5% representing minority populations. Students were identified as having a disability as

indicated on their individualized education program (IEP). Eleven parents participated in

this study. The sample included three married couples, one divorced couple, and three

single mothers. Students ranged in age from 12 to 14 years; six had cognitive disabilities,

three had learning disabilities, and two had emotional disabilities. Parents were contacted

in writing or by telephone to request their participation in the interviews. Data collection

occurred during the 1998-1999 school year from indepth, semistructured interviews,

interview transcripts, phone conversations, informal talks, and field notes. The interview

protocol was developed by reviewing the existing social-skills literature and developing a

tentative list of topics from which to write the initial protocol. An expert panel consisting

of three university researchers specializing in transition, qualitative research, and social

skills reviewed the initial protocol. Initial interviews were used to determine final

adjustments to the protocol. The first author conducted all the interviews.

Data were coded to organize themes and general categories for analysis. Multiple

sources of data ensured triangulation. Limitations of this study were use of convenience

sampling and its bias difficulties as a threat to validity in the form of qualitative research.

The researchers carefully used triangulation, member checks, peer debriefing, and expert

validation to establish a valid and reliable qualitative study.

Parents in this study identified getting along with others, character education, self-

awareness, self-control, managing emotions, development of empathy, moral

development, development of self-efficacy, and motivation as essential elements of an

educational program they desired for their children. They indicated that their children's

IEPs focused disproportionately on academic goals to the detriment of the development

of social and emotional goals. All the parents wanted their sons and daughters to have

healthy relationships and friendships and indicated that good social and emotional skills

fostered academic growth for their children.

Studies in this section point to the difficulty LD students experience in developing EI

competencies. The development of individual protective factors and the differentiation of

EI-SEL instruction are important for children with special needs. Research has shown

that LD students require extra support in the areas of stress management and adaptability

and that LD males and females experience differences in these areas. Parents of LD

students have begun to demand that programs balance academic and social and emotional

emphasis in educational programming.

It should be clear that LD children benefit from the framework of comprehensive,

quality EI-SEL programming. The development of EI competencies can help LD students

successfully cope with stressful situations, develop feelings of self-worth, and increase

adaptability, a key skill for success in life. EI-SEL programming helps fill in some of the

missing pieces in understanding the difficulties faced by students with LD and offers

curriculum that better prepares LD students for success in school and life. In addition,

best teaching practices from the LD literature indicate that LD students benefit from a

cycle of rehearsal and practice, with immediate and constructive feedback (Elias, 2004).

Research shows that LD students who are successful academically have developed EI-

SEL competencies that allow them to persist despite the need to work harder to

accomplish educational goals (Hatzes, 1996). Such educational practices are inherent in quality SEL programs, like Self- Science.

The following section of the literature review focuses on the effectiveness of EI-SEL programming for all students. The components of successful academic achievement are presented and related to the components of EI-SEL programming.

<div align="center">Academic Achievement</div>

Schools have been criticized for failing to educate children entrusted to them. In this era of *No Child Left Behind* legislation, educators are very concerned with the achievement outcomes of their educational programs. Compliance with *No Child Left Behind* requires schools to establish plans for being safe and drug free, close the achievement gap between high- and low-performing students, close the achievement gap between disadvantaged children and their more advantaged peers, prevent at-risk students from dropping out of school, and implement prevention programs that are grounded in scientific research and provide evidence of effectiveness. The resulting emphasis on academic rigor often leaves teachers and administrators believing that there is no time to incorporate EI-SEL components into the curriculum. Harried educators are looking for research that suggests the single best predictor of student achievement. A review of the research yields inconclusive empirical evidence in support of a single best predictor of positive academic outcomes. Several factors, however, have been linked through the literature to positive academic achievement for students. Research examining the relationship between EI-SEL programming, school management, caring and connected school communities, and reduction of violence in schools and academic achievement is reviewed in this section.

Payton et al. (2000), in a review of guidelines for quality SEL programs by the Collaborative for Academic, Social and Emotional Learning demonstrated how EI-SEL programs can bridge the gap between students' understanding of social and emotional nuances and their academic success. Payton et al. divided the framework of SEL competencies into groups that must be demonstrated in a whole-of-school, age-appropriate, and sequenced manner. The first group of competencies involves learning to correctly name and distinguish among a variety of emotions. Beyond recognizing feelings, the researchers posited that it is important to be able to monitor and regulate them. Monitoring and regulating feelings includes the capacity to moderate negative feelings so they do not interfere with appropriate actions. These EI competencies are emphasized in the most basic level of the Self-Science curriculum, Know Yourself. The second group of competencies identifies positive attitudes and values that guide behavior. These competencies include personal responsibility (the intention to behave in ways that promote health), respect for others (avoiding stereotypes and valuing the strengths that come from individual differences), and social responsibility (the intention to behave ethically to better one's community and the environment). These EI competencies are inherent in the middle and upper level of the Self-Science Curriculum, Choose Yourself and Give Yourself. Quality EI-SEL programs, like Self- Science, develop these EI competencies in a sequenced manner, providing a foundation for the formation of protective factors, adaptability, and stress management.

In 2004, Parker et al. studied the EI-SEL factors that might predict academic success in high school. Studying 667 students attending a high school in Huntsville, Alabama (304 males, 363 females), Parker et al. compared scores on the subscales of the Bar-On

Emotional Quotient Inventory for Youth (Bar-On EQ-i:YV) in groups who had achieved

different levels of academic success. Students in the academically successful group were

those with a GPA in the 80th percentile for their grade. Students in the less academically

successful group were those with a GPA in the 20th percentile for their grade. Low to

low-moderate correlations were found between GPA and the various EQ-i:YV variables.

A latent variable path model was tested to examine the relationship between GPA

(measure of academic achievement) and the four EI scales on the EQ-i:YV (EI variable).

A moderate association ($r = .41$) was found between EI and academic achievement in the

total sample. Parker et al. found a statistically significant 2-way interaction for gender

and type of emotional intelligence [$F(3,759) = 5.05$, $\eta^2 = .02$] when conducting a gender

(2) by academic group (2) by grade (4) by type of EI-SEL competency (4) analysis of

variance (ANOVA). Separate univariate F tests found that females scored statistically

significantly higher than males on interpersonal ability [$F(1,253) = 8.70$, $\eta^2 = .03$].

Effect-size calculations indicated a very small practical effect in this area. The main

effect for academic group was statistically significant, with the successful group scoring

higher than the less successful group on total EI [$F(1,253) = 31.79$, $\eta^2 = .11$]. The only

statistically significant 2-way interaction was between academic group and type of EI.

Separate univariate F tests found that the successful group scored significantly higher

than the less successful on interpersonal abilities [$F(1, 253) = 26.10$, $\acute{\eta}^2 = .09$], stress

management [$F(1,253) = 29.96$, $\eta^2 = .11$], and adaptability [$F(1,253) = 31.19$, $\eta^2 = .11$].

The main effect for grade was found to be statistically significant [$F (3,253) = 4.60$, $\eta^2 =$

.05]. Multiple comparisons (Student-Newman-Keuls procedure) found that grade 9

students scored statistically significantly lower than students in the other three grades on

total EI, indicating a developmental aspect in EI competencies. Effect-size calculations indicate a small practical effect in this area. In all of the findings in this study, statistical significance displayed only a small practical importance. The main effect for type of EI was found to be statistically significant [$F(3,759) = 127.89$, $\acute{\eta}^2 = .34$]. Effect calculations indicate a medium practical effect, suggesting that further investigation in this area is warranted.

Parker's research suggested that EI-SEL skills positively and significantly impact academic achievement. Students with better developed emotional intelligence skills in this study were more successful academically and socially. Limitations of this study include convenience sampling, a single sample used to complete the study, and problems inherent in self-report measures used in assessing EI competencies.

<div align="center">School Management and Academic Achievement</div>

School-management factors are linked to positive academic achievement in some studies. These studies suggest that well-managed academic programs have been shown to have a strong impact on student academic achievement. Schools with a well managed and serious learning environment that have teachers who set high levels of expectation and have students who value academic achievement demonstrate higher levels of student achievement (Hoy, Sabo, & Barnes, 1996; Shouse & Brinson, 1995). Some studies suggest that students learn more effectively when they are encouraged to have clear, positive goals and values and when they receive support in pursuing those academic goals that will allow them to function well in society (Elias et al., 1997). EI-SEL programs, like Self-Science, foster a positive school climate that positively impacts students' academic achievement.

Hoy and Hannum (1997) conducted a study that defined school health (climate) in terms of healthy interpersonal dynamics between students, teachers, and the principal. The purpose of this study was to investigate the relationship between school health and academic achievement. Researchers expected to find a mutual dependence between school climate and academic achievement. The Organizational Health Inventory (OHI-RM) was completed by teachers from 86 middle schools in New Jersey, representing diverse geographic areas as well as a broad range of SES. Teachers attending faculty meetings at all participating schools responded. The total score on the OHI-RM was the general measure of school health (GHI). Components of school health measured by the OHI-RM were Academic Emphasis (the extent the school is driven by a quest for academic excellence), Teacher Affiliation (the extent to which teachers feel good about each other, students and the school and are committed to the job and students with enthusiasm), Collegial Leadership (the extent to which the principal balances supportive leadership with high expectations), Resource Support (availability of classroom supplies and instructional materials), Institutional Integrity (the extent to which the school balances teacher protection from parental and community demands and builds bridges to the community), and Socioeconomic Level (SES). Academic achievement was measured using New Jersey's Eighth Grade Early Warning Test (EWT), given to all eighth-grade students in the state. The EWT measures achievement in reading, mathematics, and writing.

Correlations were calculated between the GHI and each aspect of student achievement. General school health was associated positively with achievement in mathematics ($r = .61$), reading ($r = .58$), and writing ($r = .55$). Multiple regression

analysis was performed using school climate independent variables listed above. Multiple regression for school health explained 75% of the variation in mathematics achievement: Teacher Affiliation (ß = .20), Institutional Integrity (ß = -.28), Academic Emphasis (ß = .28), and SES (ß = .36). Multiple regression for school health explained 71% of the variation (R = .86) in reading achievement: Teacher Affiliation (ß= .17), Institutional Integrity (ß = -.29), Academic Emphasis (ß = .22), and SES (ß =.38). Multiple regression for school health explained 62% (R = .81) of the variation for writing achievement: Teacher Affiliation (ß = .23), Institutional Integrity (ß = -.29), and SES (ß = .35).

Most dimensions of school health were associated positively with student achievement. The above results confirmed that (a) teachers who are enthusiastic about their school, students, and each other positively influence academic achievement (Teacher Affiliation), (b) schools with better resources and support for students achieve higher academic success (Resource Support), (c) schools that encourage a balance between buffering teachers from the community and building bridges to the community foster higher academic achievement (Institutional Integrity), and (d) SES is positively related to school achievement. The researchers suggested that schools must achieve a balance between buffering teachers against unhealthy parental and community demands and building bridges to connect the school with the community. The Self-Science EI-SEL curriculum has been designed to help schools achieve this balance, resulting in improved academic achievement for all students.

Building on the work of Hoy and Hannum (1997), Brown, Roney, and Anfara (2003) completed a two-phase study of 12 public middle schools in the Greater Philadelphia

area. Convenience sampling was used to recruit six low-performing schools (LPS) in the urban Philadelphia area and six high-performing schools (HPS) from a neighboring suburban area. Twenty-four teachers representing the schools were interviewed. Comparing high- performing schools with low-performing schools, this qualitative, multi-case study found disparity between the two types of schools.

The purpose of the study was to understand which components of organizational health impact academic achievement. Brown et al. (2003) included Academic Emphasis, Teacher Affiliation, Collegial Leadership, Resource Support, Institutional Integrity, and SES as components of school health and climate. Components of school health were defined as Hoy & Hannum (1997) suggested in their earlier study. Analysis was based on data reported by teachers; no observations were conducted. Responses from two teachers at each school were compared as a validity check. Responses were coded and analyzed for emerging themes by components of organizational health.

Brown et al. (2003) concurred with the results of Hoy and Hannum (1997). The disparity between LPS and HPS was captured in teacher comments about each school's organizational health. In HPS, teachers experienced high academic expectations, affiliation with colleagues and students. The interesting aspect of this research was that a quantitative study (Hoy and Hannum, 1997) and a qualitative study (Brown et al., 2003) supported the same components of school organizational health and recommended that more specific attention be paid to school climate by focusing on those aspects of organizational health that positively affect academic achievement. Both studies cited support from the administration, readily available materials, and the opportunity to build bridges with parents and community as essential components of school organizational

health that are present in high-performing schools. The opposite was reported by teachers from LPS. Both studies concurred that specific organizational health components improve school climate and culture and positively affect students' academic achievement. Both studies recommended that more specific attention be paid to these aspects of organizational health. Self-Science, implemented in a whole-of-school program, focuses on improving these specific aspects of school climate and culture. Six Seconds, the company that developed the Self-Science Curriculum, offers schools a School Climate Survey to help schools improve these important aspects of school organizational health. The above studies suggested that school organizational health is an important factor in student academic achievement.

Caring and Connected School Communities and Academic Achievement

Popular psychology contends that connectedness to other human beings is related to managing relationships and interacting smoothly with others. Historically, educational theorists, psychologists, and reformers have emphasized the importance of the social aspect of education. Dewey (1958) and Vygotsky (1977) both viewed education as a social process and cautioned that academic achievement was dependent on students succeeding in the social as well as academic aspects of education. More recent research suggests that a connected and caring school environment increases the likelihood of academic success. Students who perceived that they were connected to their school, teachers, peers, and community had higher levels of academic achievement (Blum, 2005; Elias, 2001; Schapps, 2003; Wentzel, 1998). Work by Henderson and Mapp (2002) and Mapp (2002) illuminated the importance of a caring and connected school environment to student achievement. Self-Science emphasizes the importance of a collaborative and

respectful home-school connection; creating a positive learning community is at the heart of the Self-Science curriculum.

In 2002, Henderson and Mapp, in their article *A New Wave of Evidence: The impact of School, Family, and Community Connections,* reviewed 51 studies considering the impact of family and community involvement on student achievement. All but two studies were published between 1995 and 2002. The researchers did not provide specific criteria for selecting the study but do report that each study shed some light on the relationship between parent involvement and community involvement and improved student achievement. The key finding was that families who supported their children's learning have children who did better in school and were more likely to stay in school. When parents were involved, their children were more likely to earn higher grades and score better on standardized tests; they attended school more regularly, had improved social skills, and were better behaved in school. These findings occur across all cultural backgrounds and education and income levels. Henderson and Mapp also found that high-performing schools developed a high level of involvement with families and with the community. These high-performing schools focused on building trusting, collaborative relationships among teachers, families, and community members. They recognized, respected, and addressed family needs, as well as class and cultural differences. High-performing schools also embraced a philosophy of partnership in which power and responsibility were shared between school and community.

An important conclusion from this review was that family and community involvement that was linked to student learning had a greater effect on achievement than more general forms of involvement. Henderson and Mapp (2002) reported that the

studies identified several ways that schools can assist families in developing their capacity to support their children's education. Engaging families in improving student achievement occurs when schools (a) adopt a family-school partnership policy committed to making sure that every single student succeeds at a high level and to working together to make that happen, (b) identify and target areas of low achievement and work with families to design workshops to give them information about how to help their children, (c) offer professional development for school staff on working with families and invite families to attend, and (d) work with families and teachers to create a learning community.

Mapp (2002) conducted a qualitative case study of a Boston, Massachusetts Kindergarten (K) to 5 school that served a student body of 220 racially-diverse students. Fifty-five percent of the students were African American, 34% were European Amerian, 6% were Hispanic American, and 5% were Asian American. Twenty-five percent of the students were categorized as special-needs children. Between 1989 and 1995, the school's average median percentile scores on the Massachusetts Achievement Test for students in grades one through five rose 18 percentage points in English (from 44 to 62) and 31 points in mathematics (from 48 to 79).

Mapp (2002) interviewed parents about how and why they were involved in their children's education. This urban school reported a 90% rate of family involvement, a strong family partnership initiative, and that 67% of the parents qualified for free or reduced-priced lunch for their children. Mapp also was concerned with understanding parental beliefs that influenced participation. Six types of involvement were explored:

parenting, communicating, volunteering, learning at home, decision making, and involvement with the community.

One-on-one, in-depth interviews were conducted in 1996 to 1998 with 18 parents whose children, based on family income level, qualified for free or reduced-price lunch (females = 16; males = 2). The group was composed of nine African Americans, eight European Americans, and one Hispanic American. Family composition included two couples (wife and husband), five married mothers, and nine single mothers. Five of the families had children with special needs enrolled at the school. All of the interviews were conducted in the homes of the families. The average interview time was 2 to 3 hours. Interviews were conducted with the principal, the secretary, the custodian, and four teachers to gain contextual information about the school culture and history. Observations were done at school events that parents attended.

Three themes emerged in the final analysis. The first challenged the idea that lower income parents "don't care" about their children's education. The majority of parents in this study, regardless of race, ethnicity, or socioeconomic status, were interested in their children's academic success and education. The second suggested that parents understood that their involvement helped their children's educational development. The third theme suggested that parental involvement is much broader than the traditional school view of what constitutes legitimate participation. Mapp (2002) found that school factors, specifically those that are relational in nature, have a major impact on parents' involvement. When school staff engage in caring and trustful relationships that recognize parents as partners in the educational development of children, these relationships enhance parents' desire to be involved. A school community that welcomes parents into

the school, honors their participation, and connects with parents through a focus on the children and their learning fosters academic achievement.

A limitation of this study is that this is a single case study in a Northeastern US urban environment and may not generalize to other areas or schools. The researcher did not state how parents were selected to be a part of the interview sample. There is a danger of researcher bias as all of the data gathering and analysis were completed by a single researcher.

One elementary-school program, developed to reflect the principles inherent in EI-SEL programming, stands out in this area. The Caring School Community (Child Development Project), a comprehensive elementary SEL program, was designed to create a "caring community of learners" through classroom, schoolwide, and parent-involvement components. The Child Development Project (CDP) is evidence-based, developed from the premise that a school's environment has broad influence on students' learning and growth and that poor achievement in early grades is predictive of problem behavior in middle and high school (Hawkins, Lishner, Catalano, & Howard, 1986). Initially, CDP was implemented in two schools in California (grades 3 to 6) in each of six school districts over a 3-year period. Student collaboration, a literature-based approach to reading, and a student-centered approach to classroom management were essential elements of the program. Schools that progressed in implementation showed gains in students' personal, social, and ethnic attitudes; values; and motives. Results of the initial study indicated positive effects and success in establishing a caring community in the schools that effectively implemented the program (Schaps, Battistich, & Solomon, 1997).

A follow-up study tracked students from a subset of the CDP and comparison schools

through middle school. (No CDP program was in place during the middle-school years.)

Students with CDP experience in elementary school achieved higher grade point averages

and had better scores on district achievement tests in middle school. CDP students also

continued to evidence more prosocial attitudes and behaviors (Solomon, Battistich,

Watson, Schaps, & Lewis, 2000)

Reviews of the research suggested that students who experience strong connections

between their home and schools attended school more regularly and achieved higher

scores on standardized tests, were more likely to avoid high-risk behaviors such as

substance abuse or violence, and displayed better social skills and adjustment to school

(National Center for Family and Community Connections to Schools, 2002). Results of

research suggested that EI-SEL instruction was most effective when provided within

multiyear, integrated programming and when it involved partnerships of schools,

families, and communities (Elias, 2004). Self-Science emphasizes a whole-of-school

approach that is multiyear and encourages schools to forge strong bonds with families

and community organizations.

<div align="center">Reduction of Violence in Schools and Academic Achievement</div>

In 1999, the U.S. Department of Education, Office of Civil Rights, released the

following statement, endorsed by the National School Boards Association: "Research

indicates that creating a supportive school climate is the most important step in

preventing harassment. A school can have policies and procedures, but these alone will

not prevent harassment. The field needs good preventive work designed to provide a safe

and welcome environment for all students" (p. 1). EI-SEL programs like self-science

provide whole-of-school programming that creates a supportive school climate and models prosocial behavior and empathy. Both of these EI competencies have been linked to reduction in school violence and increase in positive, connected, and caring school environments (Elias, 2004).

A recent study (Nansel, Overpeck, Haynie, Ruan, & Scheidt, 2001) of 15,686 students in grades 6 through 10 in the United States revealed that 29.9% of children in grades 6 through 10 in public and private schools reported moderate or frequent involvement in bullying: 13% as a bully, 10.6% as targeted by bullies, and 6.3% as both. Nansel et al.'s research reported that coercion to accept bullying behavior is widespread in public schools in the US and corresponds to adverse outcomes for victims, perpetrators, and peers who witness it. Weapons have been brought into schools on a daily basis; recent surveys report that 71% of Americans believe that a shooting is likely to occur in schools (News Distorts Youth, 2001). The U.S. Secret Service conducted a study of school shooters involved in 37 attacks since 1974. They concurred that "profiling" a bully personality is probably a waste of time and that resources would be better spent on developing prevention programs (Vossekuil, Fein, Reddy, Borum, & Modzelski, 2002). That study, the *Safe School Initiative,* also reported that many attackers felt bullied, persecuted, or injured by others prior to the attack. As family and community institutions have weakened, the demands on schools to prevent problem behaviors and promote positive development have grown (Short & Talley, 1997).

A recent study by Hirschstein, Edstrom, Frey, Snell, and MacKenzie (2007) built on the work of Olweus (1993), who reported a moderate correlation between teacher implementation of bullying-prevention strategies and reductions in self-reported bully-

victim problems in 80 classrooms. Hirschstein et al. (2007) studied two levels of teacher implementation: the universal classroom level (defined in this study as "talking the talk") and the individual student level (defined in this study as "walking the talk"). Hirschstein et al. (2007) examined the impact of one year of classroom implementation of the Steps to Respect Curriculum (Committee for Children, 2001). Data were collected in schools in two suburban districts in the Pacific Northwest. Criteria for inclusion were (a) a minimum of 80% of school staff voted to participate in the study, (b) all staff attended program training, (c) all third- through sixth-grade teachers implemented classroom curricula, (d) schools refrained from introducing similar interventions during the study, and (e) at least 45 minutes of daily recess was scheduled. After school consent was obtained, schools were assigned randomly to intervention or control conditions. Data from three intervention schools were examined in this study.

The 859 students in third through sixth grade in three schools were instructed with the Steps to Respect curricula. The sample contained 305 students in Grades 3 and 4 and 244 students in Grades 5 and 6. Fifty percent of the students were male, and 50% were female. A subset of students (n = 296; 49% female) was selected randomly at pretest to be observed on the playground. Twelve children from each third- and fourth-grade classroom and 10 students from each fifth- and sixth-grade classroom were observed. The Steps to Respect program teaches SEL skills to support healthy peer relationships and counter bullying, enhances support for prosocial behavior, and increases adult awareness and monitoring of student behavior. Classroom lessons were implemented by third- through sixth-grade teachers, after professional development and training workshops, from December through May. On the classroom level, program consultants supported

teachers by providing materials, biweekly discussion, and observational ratings of classroom and playground contexts. Pairs of consultants independently rated observations; inter rater reliability of lesson adherence (r = .81) and quality (r = .62) was moderate to high. On the individual level, the Social-Emotional Learning Checklist – Bullying Report (SELC-BR) was completed monthly over a period of 4 months to assess teacher's support at this level. Three support factors emerged: Support for Bullying Prevention Skills, Support for General Social-Emotional Skills, and Coaching of Bullying Participants. Playground behaviors were coded by 13 coders, trained for 200 hours to reliably use a continuously measured coding system. Random checks for agreement maintained ongoing reliability. Students reported their experiences and perceptions related to bullying on The Student Experience Survey: What School is Like for Me. Teachers rated children on the Peer-Preferred Social Behavior Subscale of the Walker-McConnell Scale of Social Competence and School Adjustment, Elementary Version. Twenty-one students (4%) were lost to attrition prior to post testing.

The researchers applied correlational analysis to the five implementation variables. Lesson adherence and quality were moderately related and statistically significant (r = .53) but not associated with other variables. Coaching, support for bullying prevention skills, and support for general social-emotional skills were all highly correlated and statistically significant (correlations ranged from .72 to .76). Two-level hierarchical linear modeling was used to evaluate implementation effects. Lesson adherence predicted greater teacher-rated interpersonal skills (t(526) = -2.21, Cohen's d = .30) but not observed behavior or self-reported perceptions. Lesson quality predicted greater perceived difficulty responding to bullying (t(526) = 2.22, Cohen's d = .44).

Implementation adherence showed a medium practical effect, whereas lesson quality emphasized a large practical effect. Lesson integrity (adhering to administration and lesson content) proved important, both in implementation and quality. Fifth and sixth graders whose teachers (observed playground time) reported high levels of support for skill generalization aggressed less frequently after the intervention than students of teachers reporting no or low support (t = -2.08, Cohen's d = .86). Support for students generating EI skills in the classroom has a large practical importance. Coaching was associated with less observed victimization by bullying among those victimized at pretest (t(526) = -2.28, Cohen's d = .48). Teacher coaching of students involved in bullying situations was related to change over time in observed playground aggression among fifth- and sixth-grade students (t = -2.26, Cohen's d = 1.15). Coaching was linked to a large practical effect on the reduction of bullying behavior and the perception of violence. Older students with teachers indicating higher levels of coaching became less aggressive from Fall to Spring, whereas those with teachers who did little to no coaching did not. Coaching was not associated with teacher ratings or students-reported perceptions.

A conflict emerged in the results of this study between self-reports and observed behaviors. Students in classrooms with high-quality lessons reported an increase in victimization, but observers reported no rise in victimization and a decrease in aggressive behavior on the playground for older children. The researchers suggested that qualitative methodology might illuminate the reason for these reported results. The researchers posited that results of this study suggest that supporting teachers' efforts to coach and generalize skills has potential in reducing negative or violent playground behavior.

Limitations of this study include a relatively low consent rate (61%). The small number of participating schools limits generalizability of findings. A third limitation is the ethnic composition and proportion of students receiving subsidized lunch varied considerably across schools, and it is likely that findings interacted with these factors.

Similar results were reported when Grossman et al. (1997) investigated the effectiveness of the Second Step Violence Prevention Curriculum for elementary-school children, designed to prevent aggressive behavior by increasing prosocial behavior. A randomized controlled trial design was used by the researchers. Twelve elementary schools from four school districts in the state of Washington participated. Criteria for selection were as follows: (a) the school had no prior experience with Second Step or other closely related curricula, (b) the school had at least four classrooms of second and third graders, (c) the school faculty and principal approved of the curriculum and evaluation, and (d) the schools agreed to refrain from introducing additional new curricula related to anger management and violence prevention during the study. Schools were paired according to district, the proportion of students receiving free or reduced-cost school lunch, and the proportion of minority student enrollment. After matching, schools in each pair were assigned randomly to intervention (implementing Second Step curricula) or control (no intervention curricula) groups. Active parental consent was required for enrollment in the study. Seven-hundred-ninety second- and third-grade students participated. The students were 53% male and 79% European American.

Thirty Second Step lessons were taught once or twice per week in the intervention classrooms. Second Step lessons teach social skills related to anger management, impulse control, and empathy. All classrooms completed the curriculum in a 16- to 20-

week period. Twelve enrolled students from each classroom were selected randomly for behavioral observation. Children and their teachers were unaware of selection for the observation sample.

Aggressive and prosocial changes in behavior were measured at the start of the study, 2 weeks, and 6 months following the conclusion of the study by parent and teacher reports (Achenbach Child Behavior Checklist: Teacher Report Form, the School Social Behavior Scale, the Child Behavior Checklist: Parent Report Form, and the Parent-Child Rating scale). Outcomes were measured by the change from baseline in rates of aggressive and neutral and prosocial behavior measured by changes between scores measured at the baseline and those from the second and third periods of data collection and from direct observation. Observations were conducted by a team of 8 to 12 observers trained in a 4- to 6-week session and blinded. Observations occurred in 3 settings: the classroom, playground, and cafeteria. Four categories of behavior were included in the analysis: overall negative, physical negative, verbal negative, and neutral-prosocial.

The Second Step violence prevention curriculum appeared to lead to a moderate observed decrease in physically aggressive behavior and an increase in neutral and prosocial behavior in school. After adjusting for gender, age, SES, race, academic performance, housing size, and class size, change scores did not differ statistically significantly between the intervention and control groups for any of the parent-reported or teacher-reported behavior scales. The behavior observations revealed an overall decrease 2 weeks after the curriculum in physical aggression and an increase in neutral-prosocial behavior in the intervention group compared with the control group. Effects persisted 6 months later. The net adjusted change score difference for physical negative

behavior between intervention and control schools was -1.11 episodes per child-observation hour. The rates of physical negative behavior decreased in the intervention group but increased in the control group. The rate of observed neutral-prosocial behavior in the playground-cafeteria increased by 17.1 per hour more in the intervention group than in the control group. Most of this change occurred as a result of increases in prosocial behavior in the intervention group; the control group experienced little change.

Limitations of this study begin with its methodology. Although it involved randomized assignment of treatment status at the school level, a school's selection for the study was not random. Participation was contingent on teacher's willingness to attend program training sessions. It is possible that these selection criteria may have resulted in an atypical set of schools and teachers. The consent rate was low (66%) and may have influenced study outcomes. Finally, the implementation of the Second Step Curriculum was altered for this study. Under normal program conditions, the program is implemented throughout the school year and throughout the entire school. This study design exposed some students to one single unit for the length of the study and then exposure ceased.

CASEL recommendations are for multiyear, multiunit EI-SEL programming implemented throughout the school. Self-Science meets CASEL implementation guidelines in this area and has been designed to support the development of prosocial behavior in elementary-school children. Results of studies in this literature review suggested that elementary schools that implement the Self-Science curriculum should experience a reduction in violence and bullying behaviors as children develop EI competencies. A reduction in school violence and an increase in empathic and prosocial

behavior should predict an increase in academic achievement for students engaged in Self-Science.

Summary

Studies in this review of literature suggest that academic and social competencies have a reciprocal relationship (Caprara et al., 2000; Hastings et al., 2000; Izard et al., 2001; Wentzel, 1993). Emotional intelligence abilities require a balanced framework for development. These research results provide evidence that EI-SEL programs like Self-Science that provide an age-appropriate, sequential framework for the development of EI abilities positively impact academic achievement.

School climate has been shown in several studies to have a broad and positive impact on academic achievement (Brown et al., 2003; Hoy & Hannum, 1997). Results of research have suggested that reduction of violence and bullying in schools has a strong, positive impact on student achievement (Grossman et al., 1997; Hirschstein et al., 2007; Olweus, 1993). Several study results have suggested that the creation of a caring and connected school community positively impacts academic achievement (Henderson & Mapp, 2002; Mapp, 2002; Solomon et al., 2000). Self-Science supports a whole-of-school approach to EI-SEL programming, addressing and improving aspects of school health, reducing bullying and violence, and increasing a sense of connectedness among faculty, students, and families. (CASEL, 2003; Goleman, 1995).

The review of brain-based research results suggested that correctly understanding and naming emotions is necessary for clear, rational thinking and understanding of future consequences and benefits of actions (Bechera et al., 1994; Damasio, 1994; LeDoux, 1994). In addition, results of studies on the development of EI abilities suggested that

emotion-centered intelligence abilities positively impact academic achievement (Greenberg et al., 1995; Izard et al., 2001; Jensen, 2001). The Self-Science curriculum approaches emotion-centered intelligence abilities through its developmental model. Children learn to identify and understand emotions (Know Yourself) before acting (Choose Yourself) and are provided opportunities to practice and reflect on newly acquired EI abilities.

The review of literature on the development of prosocial behavior suggested that early prosocial behavior contributes positively to future academic performance (DiPerna & Elliott, 1999; Eisenberg et al., 1995; Malecki & Elliott, 2002). The Self-Science curriculum focuses on the development of prosocial behavior in elementary-school children through lesson presentation and opportunities to practice and apply newly acquired EI abilities. Its whole-of-school, sequential approach allows prosocial development to occur in an age-appropriate framework supported by caring faculty and community. This focus has been supported by research that urges early intervention in the development of prosocial behavior, particularly in children from economically-disadvantaged environments (Caprara et al., 2000; Mapp, 2002).

CASEL (2003) in a review of the effect of EI-SEL programs on increasing academic achievement suggested that as children build EI-SEL skills academic achievement is impacted positively. Through EI-SEL programming, a more positive learning environment is created; safety is increased; opportunities for success to replace discouragement and failure are increased; student, school, and community assets are built; and students, faculty, and families form greater attachment to and engagement in

the school. CASEL has cited the Self-Science curriculum as an exemplary EI-SEL program.

Research on the effects of the Self-Science program is almost nonexistent. Jensen (2001) conducted a pilot study to conclude if future research was warranted. Preliminary results indicated that Self-Science had a positive impact on academic achievement. The current study is intended to build on that work and investigate the relationship between EI and academic achievement through quantitative analysis using the SEI-YV and standardized achievement test results during the 2007-2008 academic year. Qualitative research data, gathered from focus groups, will be used to analyze emerging themes in fifth-grade student perceptions of emotional intelligence.

CHAPTER III

METHODOLOGY

Restatement of Problem

Research in the area of Emotional Intelligence (EI) has indicated that children who develop EI abilities and competencies through Social and Emotional Learning (SEL) programs are more likely to be successful socially and academically (Elias, 2006). The purpose of this study was to investigate the relationship between EI-SEL programming and academic achievement in fifth-grade students. The researcher used the Six Seconds Emotional Intelligence Assessment for Youth (SEI-YV) to investigate the possibility of a relationship between EI and academic achievement in fifth-grade students in two San Francisco Bay Area elementary public schools. Each of these schools had established an SEL curriculum to teach EI competencies and integrated that curriculum into the academic and social aspects of the school. This section contains a restatement of the research questions, a description of the study design, sampling and data collection procedures, and human subject considerations. The reliability and validity evidence, scoring, and administration procedures for the instrumentation are included.

Research Design

This study was a mixed-methods research design. The researcher used a correlational design to investigate the possibility of a relationship between emotional intelligence and academic achievement. Emotional intelligence was measured by three composite scores on the SEI-YV, subscales for each of eight emotional intelligence factors, and scores on the five barometers of health measured by the SEI-YV (see Appendix A). Academic achievement was measured by scores on the California's Standardized Testing and

Reporting (STAR) Program; STAR achievement tests are designed to measure competency in English-Language Arts, Mathematics, and Science for fifth-grade students. STAR achievement tests are given yearly at both schools. At the fifth-grade elementary-school level, students at both schools took achievement exams in three academic subjects; students in lower grades are not required to take the Science achievement tests. Therefore, fifth-grade student scores afforded a broader opportunity to investigate the possibility of a relationship between EI and Academic Achievement. Scores on these measures in Science, English and Language Arts, and Mathematics served as the variables for the data analysis.

Students with learning disabilities were identified through active Individualized Education Plans (IEP) at each elementary school, using student identification (ID) numbers. The study planned to compare SEI-YV scores of students diagnosed with learning disabilities with the SEI-YV scores of students without that diagnosis to investigate possible difference in EI competencies between the two groups. The two groups of students would have been the levels of independent variables, and the SEI-YV scores would have been the dependent variables. The number of students identified with active IEPs at both schools, however, was very small (n=7) and independent-samples t tests were not completed. A comparison of means and standard deviations was undertaken to clarify any differences between the two groups.

SEI-YV scores from students at the two different elementary schools were compared using independent-samples t tests to ascertain differences that might exist as a result of instructional pedagogy differences between the two schools. The two different school

types were the levels of the independent variables, and the SEI-YV scores were the dependent variables.

To ascertain student perceptions of EI, the researcher created two focus groups of 6 to 8 students homogeneous in EI competencies at each school, based on the students' SEI-YV scores, and informed teachers of the ID numbers of students invited to participate. Teachers informed students that they were assigned to focus groups, based on a list of ID numbers provided by the researcher, following scoring of the SEI-YV. Focus groups were audio-taped, with parental permission, transcribed by the researcher, and analyzed using Consensual Qualitative Research (CQR) methods.

General Characteristics of the Study Sample

The study sample was comprised of 75 fifth-grade students at two suburban elementary schools in the San Francisco Bay Area. School district reports indicated that one school is an alternate school with voluntary enrollment from throughout the district. This school adopted an "open-education" approach that focuses on the process of learning, rather than assigning grades as an outcome. Students were enrolled in multigrade sections (Kindergarten (K)-1, 2-3, and 4-5), and there were approximately seven sections of each grade. Only fifth-grade students from the alternate school participated in the study. The second school was a traditional elementary school with students enrolled in single-grade classes (K, 1, 2, 3, 4, and 5); there were approximately four sections of each grade.

For this study, the ethnic-racial makeup of the two schools was very similar. The number of students enrolled in the fifth grade in each school can vary from year to year. Only 4 % of students enrolled in these two schools qualify for the free-and-reduced lunch

Program. The study sample consisted of 13 females and 14 males from the alternate

school and 28 females and 22 males from the traditional public elementary school.

Ethnic composition of the two schools follows.

Table 1

Demographic Information for Two Schools in Sample Given in Percentages

				Ethnicity					
School	n	Male	Female	EA	HA	AsA	AfA	Other	FRC
Alternate Public	415	47.0	53.0	72.8	5.3	17.9	2.4	1.6	4.0
Traditional Public	490	51.0	49.0	75.7	5.0	14.5	3.0	1.8	4.0

Note. EA = European American. HA = Hispanic American. AsA = Asian American. AfA = African American
FRC = free-and-reduced lunch program.

There were 77 students who completed the SEI-YV for this study, 36 males and 41

females. All students in the sample were enrolled in the fifth grade and were either 10 or

11 years old. Ethnic breakdown of the sample mirrors the ethnic makeup of the school

community.

There were 75 fifth-grade students, 34 males and 41 females, in the sample who

completed the CST STAR achievement exams in English-Language Arts, Mathematics,

and Science in April of 2008. Two students from the original sample moved out of the

district in January of 2008.

Protection of Human Subjects

Protection of human subjects in this study complied with the standards set by the

American Psychological Association (2002). Approval from the Institutional Review

Board for the Protection of Human Subjects (IRBHS), The University of San Francisco,

was obtained prior to any contact with the research participants. Written permission to conduct research was obtained from the principals of each school prior to the beginning of research in the Fall of 2007. Fifth-grade parents at each school (see Appendixes B and C) received, through their child, a cover letter explaining the purpose of the study. The cover letter informed parents and students that anonymity was protected by using only student ID numbers on student answer forms.

All of the participants' responses were kept confidential and in a secure location. As participation in this study was voluntary, participants could withdraw at any time, without consequences. For the SEI-YV, students had the option of alternate classroom activities if they chose not to participate. The audiotape from the focus groups, the transcription document, and the completed surveys were kept in a locked storage cabinet in the researcher's office.   To protect the identity of the students, the researcher changed the names of the schools.

<div align="center">Location or Setting in Which Study Took Place</div>

The study took place in the two suburban, public elementary schools in the San Francisco Bay Area. Both elementary schools were accredited by the State of California and part of a California Unified School District. The community in which the schools were located is diverse and well-educated, with high technology and locally-owned companies providing revenue. In 2006, the median home price was $1,320,000, and the median household income was $117,574. The community consisted of 60,000 residents but increased to 140,000 each day with the influx of commuters.

The alternate school admitted children via an equal access lottery that takes place the February prior to September entrance. Once siblings and children participating in the

Voluntary Transfer Program had been accommodated, all available kindergarten spaces were filled from the equal-access drawing. Parents were required to attend an orientation session prior to making a commitment to the school's guiding principles and practices. Classes were multi-age. The Self-Science Curriculum is a part of the academics of the school; children are instructed in EI from kindergarten through fifth grade. Special education was addressed with a Special Day Class (K to 1). A reading specialist, a resource specialist, a language-speech specialist, an English-language-development specialist, and primary-language tutors for students whose first language is not English were staff members for this school. Children with special needs were integrated into the larger community as much as possible.

The more traditional school required proof of residency for enrollment. Classes were traditional in organization (Kindergarten through grade 5) with one teacher for each section of each grade. A SEL-EI Curriculum was taught as part of the school curriculum; children were instructed in EI competency skills through this program from kindergarten through fifth grade. A resource program was available for all students with mild learning disabilities. Primary and intermediate Special Day classes were available for students with more severe disabilities, many of whom were mainstreamed into regular classes for certain subjects when appropriate. Also available to students and their families were a speech and language program, an English learners program, a Gifted and Talented Education program (GATE) integrated into the regular classroom to challenge all students, and a tutorial program for students who needed individual or small-group help.

In both schools, teachers have been trained in emotional intelligence by the Six Seconds Emotional Intelligence Organization. In addition, teachers have been trained in

identifying and assisting students who need help getting along with others and solving conflicts in the classroom and on the playground. Fifth-grade teachers at the alternate school have been trained in Self-Science through workshops presented several times per year by Dr. Anabel Jensen or Josh Freedman of the Six-Seconds Emotional Intelligence Organization. Of the 7 fifth-grade teachers, one teacher has been with the school for 2 years; all other teachers have had 8 years of regular training. Teachers at the more traditional school have been trained for the last 3 years by Dr. Anabel Jensen or Josh Freedman of the Six-Seconds Emotional Intelligence Network. Of the 4 fifth-grade teachers, one is a new teacher; the other three have completed approximately 10 workshops in EI in the last 3 years.

EI was a regular part of the school day in both schools. The two schools, however, had different approaches to teaching EI. The alternate school used the Self-Science curriculum whereas the traditional school had implemented a more typical Social and Emotional Learning program that emphased leadership and citizenship. In the alternate school, every teacher taught EI both formally and informally on a daily basis. Teachers were allowed discretion as to the appropriate time to teach EI lessons, but class meetings and check-in with the students after recess were a regular part of the school curriculum. In the more traditional school, the year was broken into themes that reflect EI principles, such as Caring and Empathy, Respect, Fairness, and Conservation and Respecting the Earth. Every Wednesday afternoon, fifth-grade teachers devoted time to formal EI instruction, usually with a buddy class. Fifth-grade classes were paired with younger classes to share the impact of EI at different levels of development. Older children were encouraged to be mentors for younger children; younger children provided differing

perspectives on the interpretation of feelings and emotions during the school day. On one Wednesday afternoon each month, a whole-of-school assembly was held to address EI issues and competencies for the entire school.

Both schools incorporated parent education encompassing parallel themes. The Parent Teachers' Association in each school offered seminars on EI in monthly meetings, and Parent Committees arranged discussion groups. Parents regularly volunteered at both schools and had an opportunity to work with the children and teachers, using EI principles. Parents, teachers, and children were thus working together on the same concepts, creating a common language and a sense of community through common goals.

<div align="center">Data-Collection Methods</div>

Fifth-grade teachers instructed students to take home a parental consent permission form in the middle of September 2007. Students at the alternate school regularly take information home to parents on Thursdays and return information the following Monday. Students at the more traditional school regularly take information home on Fridays and return information the following Monday. At each school, returned student permission forms were coded using student identification (ID) numbers by the fifth-grade teachers, who identified students with and without permission to participate and informed the researcher of the number of students with and without parental permission to participate, thus assuring anonymity and confidentiality (see Appendix B for Parental Letter of Consent).

SEI-YV Administration

All participating students with permission (n = 77) were administered the SEI-YV, an emotional intelligence assessment inventory designed for elementary-school children (see

Appendix A for SEI-YV). The researcher administered the assessment during a time designated by each school in October and November of 2007. Students accompanied the researcher in small groups (approximately 12 students in each group) to the school library or computer laboratory to participate in the online assessment. Students with permission to participate in the study filled out the demographic section of the SEI-YV and viewed an extra reading on EI. Students with permission then took the online SEI-YV. Students who did not have permission to participate in the study viewed a dummy questionnaire and an extra reading on EI. This procedure was in place to insure that all students appeared to be receiving the same materials. No one appeared singled out because he or she did not have permission to participate. At the alternate school, 27 fifth-grade students took the SEI-YV out of a class of 57 fifth-grade students. At the traditional school, 50 fifth-grade students took the SEI-YV out of a class of 88 students.

Students took the online SEI-YV on computers designated at each school for the study. Students at both schools were proficient in online procedures and experienced few difficulties completing the SEI-YV. The researcher administered each session at both schools and was available to answer any questions the students had. The average time to complete the assessment was 20 minutes. Completed assessments were scored by the Six Seconds Emotional Intelligence Organization, and the results were sent via electronic mail (email) to the principals of each school. After coding the response forms with student ID numbers and removing any identifying information, the principals gave the SEI-YV response forms to the researcher for further analysis.

STAR Test Administration

Student achievement was measured using the State of California's Standardized

Testing and Reporting (STAR) Program achievement tests that are given to all fifth-grade

students in the state. The tests measure fifth-grade achievement in reading-language arts,

mathematics, and science using multiple-choice items. The tests are given in April of

each year and taken by every California student in a public school. Scores were returned

to each school in August of 2008. The Administrative Assistant to each Principal

gathered the STAR scores by ID number and gave them to the researcher mid-August

2008.

Student ID numbers were used to identify students with active Individualized

Education Plans (IEP) in each school. Principals supplied the researcher with the ID

numbers of those students identified with learning disabilities through their IEPs.

Student ID numbers were used to identify students attending each school, thus

differentiating the students attending the alternate school from the students attending the

traditional school.

Qualitative Procedures

In order to gather the qualitative data, two high-scoring EI (High Alternate –HA, and

High Traditional - HT) focus groups and two low-scoring EI (Low Alternate – LA, and

Low Traditional - LT) focus groups were formed at each elementary school using the

scores on the SEI-YV that the researcher had administered online and the students had

taken in the Fall of 2007.

Focus groups have been used successfully in a number of studies to provide multiple

perspectives, gain understanding of relationships, and allow for participants to share ideas

and opinions (Yeh, Kim, Pituc, & Atkins, 2008). This approach to qualitative research followed rigorous methods from published guidelines (Kreuger & Casey, 2000; Morgan, 1996) and previous research on focus groups (Swagler & Ellis, 2003; Wong & Tsung, 2004).

Teachers sent home additional permission letters with students chosen to participate in the focus groups (see Appendix D for Parental Consent Letter). Each letter contained information explaining the purpose of the focus group, background, procedures, and the risks and benefits of participation. An informed consent form was included in the packet. Parents of children selected to participate in the focus groups were requested to return the signed consent from via the student the following Monday. The teachers kept a list of students with and without permission to participate in the focus groups. Teachers at each school informed the researcher of the number of students with permission to participate in the focus groups and sent those students to the focus groups at the appointed time.

At the alternative public school, the sample consisted of two groups of fifth-grade students who met with the researcher 3 times during Spring 2008 semester. Each group was composed of 8 to 9 students on any given day. (Attendance varied due to other activities or illness on the part of the students.) The high-scoring EI group (HA) students were in the top 10% of responses at that school on the Six Seconds Emotional Intelligence Assessment for Youth (SEI-YV); scores ranged from 119 to 134. The low-scoring EI group (LA) were in the bottom 10% of student responses at that school on the SEI-YV; scores ranged from 70 to 106. The number of boys and girls in HA were equally represented (m = 4, f = 5); in LA, there were three times as many boys as girls (m = 6, f = 2).

At the traditional public school, the sample also consisted of two groups of fifth-grade students who met with the researcher 3 times during Spring 2008 semester. Each group was composed of 8 to 10 students on any given day. (Attendance varied due to other activities or illness on the part of the student.) The high-scoring EI group (HT) students were in the top 10% of responses at that school on the SEI-YV; scores ranged from 110 to 131. The low-scoring EI group (LT) were in the bottom 10% of student responses at that school on the SEI-YV; scores ranged from 69 to 101. Girls outnumbered the boys in HT (f = 6; m = 4); boys outnumbered the girls in LT (f = 4, m = 6).

Table 2

Focus Group Demographics and Score Ranges

School	Male f	Female f	Score Range	School	Male f	Female f	Score Range
Alternate Public				Traditional Public			
High EI (HA)	4	5	119 - 134	High EI (HT)	4	6	110 - 131
Low EI (LA)	6	2	70 - 106	Low EI (LT)	6	4	69 - 101

Note. 100% participation occurred at the Alternate Public School; 60% of the Traditional School sample participated

Students were eliminated only from the focus group if their SEI-YV scores were invalidated by one of the consistency scales. Consistency scales on the SEI-YV measured response inconsistency and positive impression. If a student's response inconsistency score was higher than 5, the results were deemed of questionable validity (Fiedeldey-VanDijk & Jensen, 2007). The degree to which an inflated profile may be evident is compared with the likelihood of this occurring in the standardized positive impression score. If a student's positive impression score exceeded 135, the graphed profiles are probably overly positive and invalid. Eight students whose scores were too high on either scale were eliminated from the focus groups.

Each focus group met with the researcher three times over the course of Spring semester 2008. At the alternative school, each group met with the researcher for the 30-minute discussion session in the lounge area of the principal's office. Students sat on couches, chairs, or comfortable cushions during the focus-group discussion. Each group at the traditional public school met with the researcher for 30 minutes in a small classroom adjoining the school library. Students sat at a conference table during the focus-group discussion.

The researcher asked open-ended questions about EI in each focus-group session. Focus-group questions were formulated to investigate student perceptions of emotional intelligence. Questions were developed by the researcher during a pilot study investigation of the Self-Science Curriculum conducted by the researcher at one of the elementary schools during the Fall of 2006 (see Appendix D for focus group questions).

Focus groups were audiotaped. The researcher asked that students be courteous to one and another and listen carefully to each student's answer. A Radio Corporation of America (RCA) digital voice recorder was utilized to record student responses. Students were instructed to speak in a way that the recorder could record their responses accurately. All focus-group sessions were recorded; tapes were transcribed by the researcher (see Appendix F for the transcripts of student focus group interviews). One outside auditor verified the accuracy of the transcripts by checking randomly sections of the transcription with the tapes. The auditor listened to random sections of the audiotape and verified their accuracy with the transcription. The auditor was satisfied with the verity of the transcription. A member check was carried out by the researcher, who presented the results to the principal of the alternate school for discussion and feedback.

(see Appendix G for letter to school principals). The additional feedback was discussed and incorporated (Yeh et al., 2008).

<div align="center">Researcher Biases</div>

Three researchers served as raters for the qualitative analysis of this study; one outside auditor randomly checked transcription for accuracy. Researchers cannot be separated from the research process and must understand each unique perspective brought to the consensual process (Yeh et al., 2008). Researchers discussed potential biases and assumptions in research meetings. Detailed notes were recorded during the analysis to record emerging ideas, observations, and reactions. Barbara Fatum, due to her prior experience with teaching EI-SEL competencies as a school psychologist, expected that rigorous and well-implemented EI-SEL programs would improve children's social and academic performance and increase teacher and parental satisfaction with the schools themselves. Kristin Anundsen had no prior experience with EI-SEL competencies but expressed an intense interest in learning more about their application and analysis. Robin Parker-Meredith, as a coach for the 6 Seconds Emotional Intelligence Organization and a parent of a child who previously had attended one of the schools studied, expected that social and academic performance measured in these two schools would be higher than other schools without such programs.

The Primary Researcher

Barbara Fatum, the primary researcher, received certification as a school psychologist and was motivated to conduct this research as a result of her experiences in a wide variety of educational institutions. Ms. Fatum's constructivist approach to education was influenced by her extensive training in the constructivist perspective, beginning with

mentoring by James Mancuso (Mancuso, 1982). Dr. Mancuso influenced Ms. Fatum initially with his research on cognitive perspective and process, emphasizing the constructive nature of perception. Ms. Fatum is of the belief that each person's "reality" is constructed through personal experience and history. Inherent in this constructivist approach is the notion that each person's perception of reality can be changed by accurately altering that construction through self-understanding. Ms. Fatum posits that Emotional Intelligence Curriculums and Social and Emotional Learning Programs, designed to give children the tools to understand differing points of view (personal realities), lead to self-understanding and encourage the development of competencies that build empathy, self-management, and interpersonal-management skills. Ms. Fatum coaches children to build these competencies as a part of daily school experience and encourages schools to pay attention to these competencies in their curriculums. Ms. Fatum is also a Six Seconds certified Advanced Practitioner and holds both Level 1 and Level 2 emotional intelligence trainer certifications.

Other Raters

The two secondary researchers were colleagues of the primary researcher who volunteered to help with analysis of the qualitative data. Both secondary researchers remained until completion of the project. The outside auditor was a friend of the primary researcher, who volunteered to audit the qualitative data.

Kristin Anundsen. Kristin Anundsen is a writer and writing collaborator. She co-authored *Creating Community Anywhere* and has contributed to many other books, articles, and papers. Professionally, Kristin aids people in writing books. She also has

edited several doctoral dissertations in the School of Education at the University of San Francisco.

Robin Parker-Meredith. Robin Parker-Meredith assists individuals and teams to achieve lasting success. Specializing in emotional intelligence, she helps clients develop new awareness and competence in change, leadership, decision-making, and interpersonal relations. Ms. Parker-Meredith applies these skills to meet a range of organizational needs, such as developing communication skills at Hewlett Packard, team building with Nordstrom, and change management at Planned Parenthood.

Ms. Parker-Meredith is also a certified New Ventures West Integral Coach. She is a member of the Six Seconds Advanced Practitioner Team and holds both Level 1 and Level 2 emotional intelligence trainer certifications. She draws on 16 years in corporate sales and marketing in Silicon Valley, working closely with senior executives and cross-functional management teams to improve business performance.

In addition to work in the corporate sector Robin assists individuals, families, and youth. Her interest in helping teens navigate the occasionally rocky path to adulthood has led her to serve for 10 years as a teen group counselor for a bereavement support center in Palo Alto, where she is certified in Bereavement Facilitation.

Kathleen Gray. Kathleen Gray is a tax professional currently employed in the public accounting arena. She is responsible for the preparation of tax returns as well as for the audit of returns prepared by Certified Public Accountants at her firm to ensure accuracy and compliance with federal and state tax regulations. Ms. Gray has extensive corporate experience and is a graduate of General Electric Company Financial Management Program. She held numerous management positions at General Electric in the fields of

accounting, auditing, and financial planning and analysis. Ms. Gray is a member of Phi

Beta Kappa and Omicron Delta Epsilon, the international economics honor society.

Instrumentation

The Six Seconds Emotional Intelligence Assessment for Youth, Version 2.0 (SEI-YV)

was used to collect EI data; the administrative form includes 3 demographic questions

(see Appendix A). The instrument is given online and scored by the Six Seconds

Emotional Intelligence Organization. The SEI-YV was designed in 2006 to assess

emotional intelligence abilities in children ages 7 through 18. The SEI-YV 2.0,

with 145 items, was validated and refined on a sample of 2,697 youth from ages 7 to 18

from English-speaking countries around the world. Version 2.0 of this tool is a self-report

measure, validated with about 1,000 students from schools in the San Francisco Bay

Area, Texas, and several countries. Version 2.0 consists of 74 items designed to assess

factors that define emotional intelligence, plus an additional 25 items assessing five

different barometers of life that can be used as external criteria against which the

student's EQ can be measured. Each of the items is responded to based on a Likert-type

scale from 1 to 5 (1 indicates almost never; 5 indicates almost always).

Version 2.0 validation results suggested that emotional intelligence attributes could be

characterized as a set of independent skills, and eight factors were confirmed based on

factor analysis. Figure 1 depicts the 6 Seconds Emotional Intelligence model that the SEI-

YV is based on.

Enhance Emotional Literacy (EEL) measures a child's ability to recognize and

appropriately express emotion. Recognize Patterns (RCP) measures the ability to

recognize emotional reactions and choices. Apply Consequential Thinking (ACT)

investigates a child's ability to evaluate the costs and benefits of choices before acting.

Navigate Emotions (NVE) describes the ability to learn from and transform feelings.

Engage Intrinsic Motivation (EIM) illustrates how a child builds internal energy and

drive. Exercise Optimism (EOP) interprets the way a child identifies multiple options for
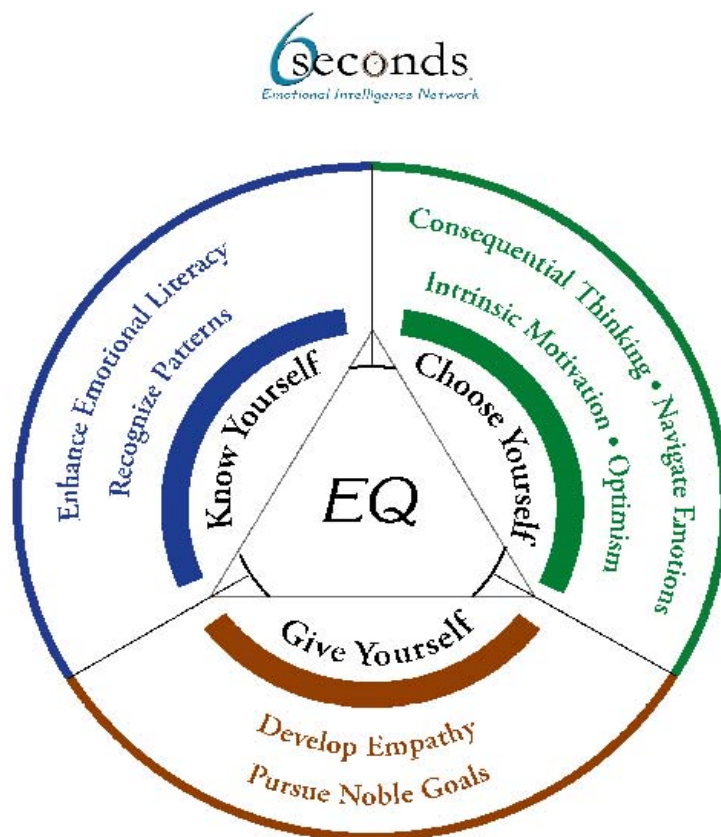
Six Seconds' model of emotional intelligence: Eight key competencies for leadership and life.

©1998, Six Seconds - www.6seconds.org

Figure 1. Six Seconds Model of Emotional Intelligence

changing the future. Increase Empathy (ICE) measures the ways a child responds

appropriately others' feelings. Pursue Noble Goals (PNG) describes a child's ability to align daily choices with principles and purpose.

There are 11 items designed to measure emotional literacy and seven items designed to identify and recognize emotional patterns; these items comprise the "Know Yourself" composite score of the Six Seconds model of emotional intelligence. There are eight items measuring the application of consequential thinking, nine items designed to measure emotional navigation, nine items designed to measure engagement of intrinsic motivation, and eight items designed to measure optimism; these items comprise the "Choose Yourself" composite score of the Six Seconds model. There are nine items designed to measure empathy, and seven items designed to measure action on noble goals; these items comprise the "Give Yourself" composite score of the Six Seconds model.

SEI-YV scores fall into six standardized interpretation bands; an individual report is generated that shows relative strengths and weaknesses graphically. Scores are reported in each area of emotional intelligence. The data were normalized. The average score for emotional intelligence performance is set at 100 and the standard deviation is given at 15 points. Sixty-eight percent of students have scores within one standard deviation above or below the average. Each interpretation guideline is named for ease of interpretation. Three standard deviations above or below the average is termed "Challenge;" two standard deviations below the average is termed "Below most;" two standard deviations above average is termed "Above most;" and plus or minus one standard deviation is

termed "Like most youth." The higher the score, the greater competence demonstrated in a particular EI ability.

The same scale is used for interpretation of a student's Total Emotional Intelligence score (EQ) and for the three composite scores of emotional intelligence, "Know Yourself," "Choose Yourself," and Give Yourself." For each scale, a higher score demonstrates greater competence. The Know Yourself EI composite involves developing the basic abilities of emotional literacy: language for naming and communicating emotions, building self-awareness, and understanding how emotions work for each individual. The EEL and RCP scales contribute to this composite score. The Choose Yourself composite involves developing the EI competencies of self-regulation, managing emotions, behaving prosocially, and acting with accountability, responsibility, and trustworthiness. The EI skill of recognizing choices presented by emotions is central to this phase. The ACT, NVE, EIM, and EOP scales contribute to this composite score. The Give Yourself composite focuses on the development of empathy and the pursuit of noble goals. Empathy is defined as an EI competency that allows children to understand, support, and nourish others. Empathy allows children to develop prosocial behaviors that foster a connection to the larger community and allow individuals to pursue noble goals. Pursuing a noble goal is the highest-level EI competency measured by the SEI-YV. The ICE and PNG scales contribute to this composite score.

The five developmental barometers (see Figure 2, SEI-YV Barometers) are Good Health, Relationship Quality, Life Satisfaction, Personal Achievement, and Self-Efficacy.

BAROMETER   SEI-YV COMPETENCIES

| Good Health | is created by | | EIM PNG EEL |

| Relationship Quality | is created by | | PNG EOP ACT |

| Life Satisfaction | is created by | | EOP PNG EEL |

| Personal Achievement | is created by | | EIM EOP PNG |

| Self Efficacy | is created by | | ACT RCP PNG ICE |
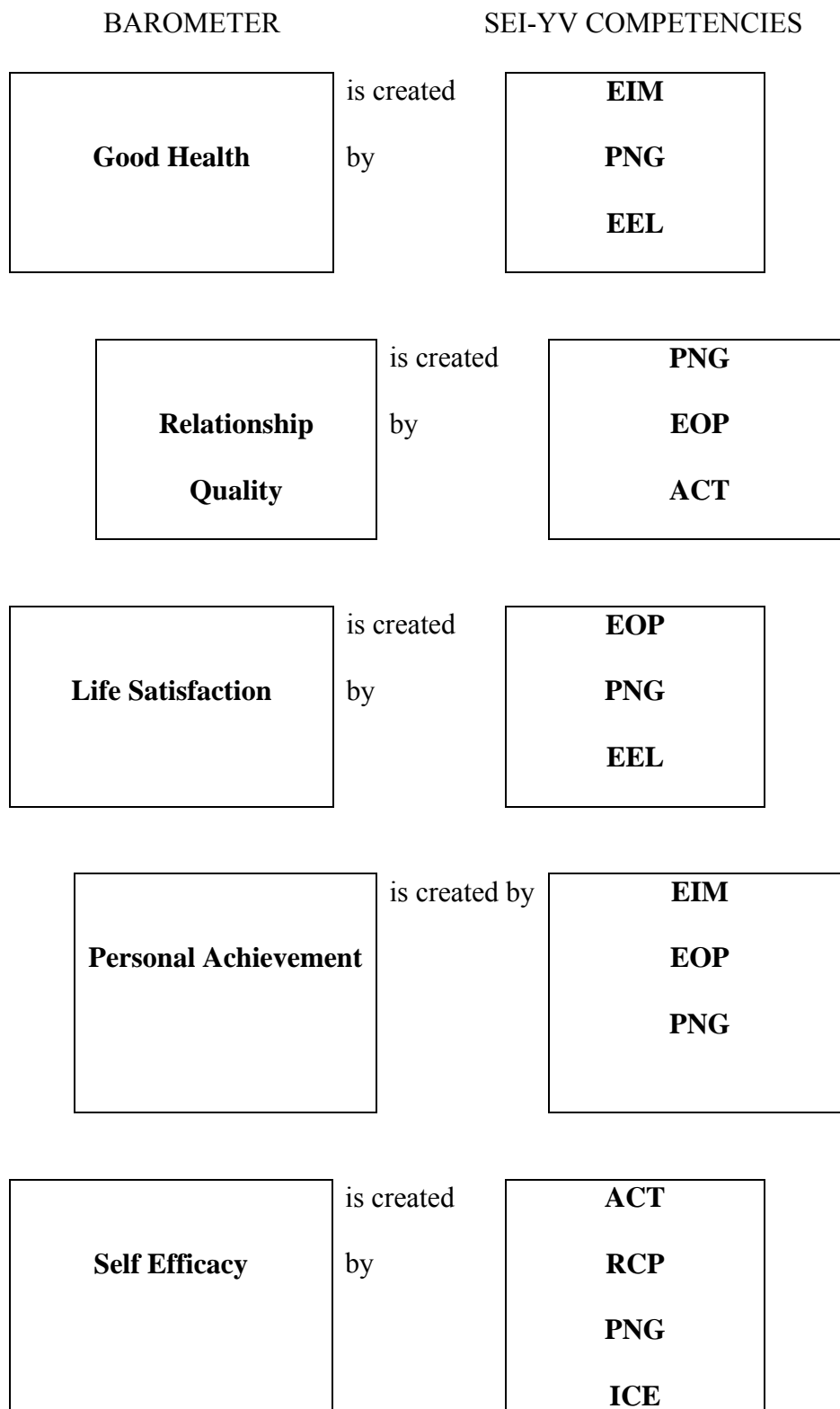
Figure 2. Barometers of Health as measured by the SEI-YV

Figure 2 describes the EI competencies that contribute to each barometer. Each individuals score in a barometer is determined by the most significant EI contributors. Effects of each barometer are graphed for interpretation. PNG, ACT, and ICE contribute to the good health barometer; PNG, ACT, EOP, and RCP contribute to relationship quality barometer; EOP, EIM and ACT contribute to the life satisfaction barometer; ACT, EIM, and EEL contribute to the personal achievement barometer; and NVE, ACT, and EIM contribute to the self-efficacy barometer. Higher scores on each EI contributor aggregate to a more favorable barometer score.

Student achievement was measured through the California Standardized Tests (CST), the STAR achievement tests, given in the Spring of each year to all California public school students. The test contractor, the Educational Testing Service, reported that the California Standards Tests were developed to measure the California Content Standards and they meet professional standards for validity and reliability The item development and review process for the CST STAR exams is extensive, and each STAR exam is reviewed rigorously by the subject-matter experts who serve on the Content Review Panels (California State Board of Education, 2004). Each student's average scaled score in reading-language arts, mathematics, and science was the measure of academic achievement.

Validity and Reliability

The internal consistency of the SEI-YV, a widely used indicator of psychometric reliability, has been calculated using Cronbach's coefficient alpha. This statistic can range from -1.0 to 1.0 with a positive value indicating to what extent the items in a scale

measure the same construct. An alpha greater than .3 is widely accepted as a cut-off to show that two scales from different instruments both measure the same construct. Values in the .70 to .87 range indicate good structural validity. Cronbach's coefficient alpha for each of the factors on the SEI-YV are as follows: EEL= .69; RCP = .65; EOP = .70; ACT =.67; NVE =.69; EIM = .81; ICE = .74; PNG = .72.

Pearson Product Moment correlations were calculated to show independence of factors. Scales should be related (as they are all part of the same construct) but they should not be too related or they are redundant. Pearson Product Moment Correlation Coefficients in the .45 to .65 range are optimal when using a Likert-type scale format. These values were achieved on the level of the eight EI factors. In addition, the Pearson product-moment correlation coefficient between the Composites "Know Yourself" and the "Choose Yourself" pursuits is .75; the correlation coefficient between the Composites "Choose Yourself" and "Give Yourself" pursuits is .82, and the correlation coefficient between the Composites "Know Yourself" and "Give Yourself" pursuits is .74. These correlation coefficients suggest a fair balance in how each contributes to the measurement of EI at the highest level and is typical of what researchers find when psychometric EI measures are based on a Likert-scale response format. The SEI-YV contains two additional validity indicators, a positive impression and an inconsistency index. Six items are included in the positive impression scale, and seven inconsistency pairs are included in the SEI-YV. These scales were used in this study to invalidate several student scores.

The SEI-YV has been shown to have predictive validity in combination with the following outcomes: health, relationship quality, life satisfaction, and personal

achievement. It was found that six of the scales (EOP, ACT, EIM, PNG, EEL, ICE) together explain 51.93% of the variation in these outcomes. Higher scores on each subscale predict positive outcomes in these areas.

Restatement of Research Questions

Previous studies have indicated a need to investigate the link between EI-SEL programs and academic achievement. Specific purposes of this study are (a) to investigate the relationship between emotional intelligence (as defined by the Six Seconds Emotional Intelligence Assessment for Youth, SEI-YV) and academic achievement (as defined by student scores on the California Standards Tests (CST) STAR achievement tests), (b) to examine the perceptions of fifth-grade students that differentiate students with a high level of emotional intelligence competencies and the perceptions of students with a low level of emotional intelligence competencies after instruction in EI competencies through a school-wide SEL program, (c) to investigate whether there is a difference in emotional intelligence for students diagnosed with learning disabilities and those without such a diagnosis, and (d) to examine possible differences in emotional intelligence that might occur as a result of instructional pedagogy. This study contributed to the growing empirical body of knowledge about SEL and academic achievement.

The research questions were designed to investigate relationships between emotional intelligence and academic achievement and are as follows:

1. To what extent is there a relationship between fifth-grade students' ability to demonstrate and use emotional intelligence competencies (as measured by the three

composite, eight factor, and five barometer scores on the SEI-YV) and academic

achievement (as measured by the CST STAR achievement tests)?

2. How do fifth-grade students who have been instructed in EI competencies using a

systemic SEL curriculum perceive emotional intelligence?

3. To what extent is there a difference in emotional intelligence competencies (as

measured by the three composite, eight factor, and five barometer scores on the SEI-YV)

between fifth-grade students diagnosed with learning disabilities and students without

that diagnosis?

4. To what extent is there a difference in emotional intelligence competencies (as

measured by the three composite, eight factor, and five barometer scores on the SEI-YV)

of fifth-grade students from schools that utilize traditional versus constructivist

instructional methods?

<div align="center">Data-Analysis Methods</div>

The data analyses were both quantitative and qualitative.   A summary of each method

of analysis follows

Quantitative Analysis

First, a correlational analysis was obtained between the SEI-YV composite, factor,

and barometer scores and the degree of academic achievement as measured by the CST

STAR achievement exams to investigate whether a relationship exists between emotional

intelligence and academic achievement in fifth-grade elementary-school children. The

quantitative data from the SEI-YV was based on a Likert-type scale that yields

standardized scores in three composite, eight factor, and five barometer scores

comprising EI. Correlational analysis was conducted to investigate patterns between

composite, factor and barometer variables on the SEI-YV and the scores on the standardized achievement tests. Pearson product-moment correlation coefficients were used for correlating SEI-YV and CST STAR scores. Overall error rate was controlled at the .05 level for these analyses. This analysis addressed the first research question.

Independent-samples t tests were planned to investigate whether emotional intelligence (as measured by the three composite, eight factor, and five barometer scores on the SEI-YV) is mitigated by the presence or absence of the diagnosis of learning disabilities in elementary-school children. The sample size for the students with a diagnosis of learning disabilities was too small to carry out statistical analyses to address the third research question. A descriptive comparison was conducted between students diagnosed with LD and students without that diagnosis.

Finally, independent-samples t tests were conducted between the EI (as measured by the three composite, eight factor, and five barometer scores on the SEI-YV) of the students attending these two California, suburban, elementary schools to address the last research question. The schools illustrated different approaches to instructional pedagogy; the alternate elementary school utilized a constructivist instructional pedagogy, whereas the more traditional elementary school used a more traditional instructional pedagogy. This analysis was designed to investigate whether the relationship between emotional intelligence and cognitive achievement is mitigated by differences in instructional pedagogy. The overall error rate was controlled at the .05 level. These analyses address the fourth research question.

Qualitative Analysis

Using Consensual Qualitative Research (CQR) methods, tapes were transcribed, coded, and analyzed for emerging themes. In a review of 27 studies that used CQR, Hill et al. (2005) concluded that CQR is a viable qualitative method.   This review suggested that CQR highlights rigorous components of good qualitative research: the research team, researcher biases, data collection, the consensus process, data analysis, and discussion of findings. Its methodology requires data from natural settings, represents reality through the eyes of the participant, assumes that experience is multidimensional, and is influenced by grounded theory (Yeh et al., 2008; Yeh & Inman, 2007). Hill et al. (2005) suggested that the essential components of CQR included the use of open-ended questions in semistructured data-collection techniques, several judges throughout the data analysis process to foster multiple perspectives, consensus to arrive at judgments about the meaning of the data, a member check, and at least one auditor to check the work of the primary team of judges. These procedures were followed in this study. Identification of domains, core ideas, and cross-analysis in the data analysis in this study were completed through consensus of the three research team judges and resulted in four emerging themes.

The research team consisted of three members: Barbara Fatum, Robin Parker-Meredith, and Kristin Anundsen. Barbara Fatum, the primary researcher, formed the focus groups, conducted and taped the interviews, and transcribed the tapes.

Steps in Analysis

After conducting the focus groups, the primary researcher transcribed the audiotapes verbatim. Any identifying features in the transcription were excluded. An outside auditor

checked the transcriptions against the audiotape for accuracy. According to CQR data analysis procedures (Hill et al., 2005), a primary list of main topics or domains was developed by the three raters. Next the three raters reviewed all of the transcribed data independently and placed related data into these domains. The consensus process involved utilizing a variety of viewpoints and experiences from the three research team members to help unravel the complexities and ambiguities of the data. To attain consensus, the team members discussed disagreements and feelings. Consensus involved each team member expressing opinions, equitable discussion of each piece of data presented, and a shared respect that allowed agreement between the team members (Hill et al., 2005; Juntunen et al., 2001).

The three raters debated the assignment of the data into domains until they reached consensus. Core ideas were developed by the researchers independently and then the three raters developed a consensus version for each domain. Cross-analysis was completed by the three researchers to locate any themes in the responses across the participants within particular domains. One outside auditor reviewed the cross-analysis and gave feedback. The three researchers then discussed all of the results until consensus on the four emerging themes was reached.

The research team met three times in the month of June 2008 to analyze the data and reach consensus concerning the themes. Each research team meeting lasted 3 to 4 hours. Team members reviewed data and proceedings between research meetings in order to prepare for discussion at the following meeting.

CHAPTER IV

RESULTS

The purpose of this study was to investigate the relationship between EI-SEL

programming and academic achievement in fifth-grade students. The results of this study

are presented in four sections: Descriptive Results, Quantitative Results, Emerging

Thematic Focus-Group Results, and Summary. Results are reported on the basis of the

four research questions.

Descriptive Results

Seventy-seven fifth-grade students in two elementary schools in the San Francisco

Bay Area were administered the SEI-YV during the Fall of 2007. Means and standard

deviations for the 77 student scores depicting five Barometers of Health, three Composite

scores, and eight EI Competency scores are found in Table 3.   Means and standard

deviations for the eight competency scores are homogeneous across students and schools,

with almost all students scoring in the range "like most students" (score range 85 to 115).

The overall mean from this study sample reflects an "above average" score in EI

competencies. The SEI-YV has been normed nationally, and score interpretation is

presented with a mean score of 100 and a standard deviation of 15 points.

One Barometer of Health score displayed a mean relatively lower than the other

means for this sample. This Barometer measures "Self-Efficacy" on the SEI-YV and is

comprised of four EI competencies: Apply Consequential Thinking (ACT), Recognize

Patterns (RCP), Pursue Noble Goals (PNG), and Increase Empathy (ICE). This

barometer is a combination of one lowest-level EI competency in the "Know Yourself"

Composite (RCP), one middle-level EI competency in the "Choose Yourself" Composite

(ACT), and the two highest level EI competencies in the "Give Yourself" Composite

(ICE, PNG) that the SEI-YV measures.

Table 3

Means and Standard Deviations for SEI-YV Competencies and STAR Achievement Tests

SEI-YV and STAR Scores	N	Mean	SD
Good Health	77	114.34	13.75
Relationship Quality	77	115.43	12.90
Life Satisfaction	77	111.48	12.65
Personal Achievement	77	113.84	12.52
Self-efficacy	77	96.92	13.58
Total EI	77	110.36	14.60
Know Thyself	77	108.78	12.72
Choose Yourself	77	110.55	15.30
Give Yourself	77	109.27	15.95
EnhanceEmotionalLiteracy	77	105.18	12.74
Recognize Patterns	77	109.68	14.30
Apply Consequential Thinking	77	109.04	15.67
Navigate Emotions	77	107.52	16.29
Engage Intrinsic Motivation	77	106.65	13.91
Exercise Optimism	77	107.82	13.90
Increase Empathy	77	108.49	15.94
Pursue Noble Goals	77	105.92	15.49
ELA Score	75	408.44	47.24
Math Score	75	439.65	83.66
Science Score	75	406.56	46.31

Student scores on the CST STAR achievement tests are found also in Table 3. The

means of the students in this sample indicated an "Advanced" level of competence in

English-Language Arts and Mathematics and a "Proficient" level of competence in

Science. STAR scores in this sample depict students with high academic achievement.

Quantitative Results

Results have been presented by research question.

Research Question 1: To what extent is there a relationship between fifth-grade

students' ability to demonstrate and use emotional intelligence competencies (as

measured by the eight factor, five barometer, and three composite scores on the SEI-YV)

and academic achievement (as measured by the CST STAR achievement tests)?

Pearson Product-Moment correlation coefficients were computed for an investigation of the relationship between EI, as assessed by scores on the SEI-YV, and Academic Achievement, as measured by scores on the STAR achievement tests. The four conditions for a valid use of the Pearson Product-Moment Correlation Coefficients were investigated using scatterplots and found to be satisfied. Table 4 contains the results.

Table 4

Pearson Product-Moment Correlations between SEI-YV and STAR Achievement Tests

SEI-YV Competencies	STAR Achievement Tests		
	ELA	Math	Science
Good Health	-.01	.03	-.20
Relationship Quality	.22	.12	.09
Life Satisfaction	.36 *	.16	.10
Personal Achievement	.32 *	.22	-.01
Self-Efficacy	.21	.14	.04
Total EI	.24	-.01	.07
Know Thyself	.19	-.07	.02
Choose Yourself	.19	.06	.07
Give Yourself	.27	.00	.11
EnhanceEmotionalLiteracy	.22	-.09	.07
Recognize Patterns	.11	-.05	-.05
Apply Consequential Thinking	.11	.04	-.01
Navigate Emotions	.18	-.04	.07
Engage Intrinsic Motivation	.12	.08	.01
Exercise Optimism	.20	.14	.16
Increase Empathy	.27	-.02	.13
Pursue Noble Goals	.23	.02	.08

*Statistically significant when overall error rate is controlled at
.05 level

Results indicate a weak, positive, and statistically significant relationship between the Composite "Life Satisfaction" and Academic Achievement in English-Language Arts. The Composite "Life Satisfaction" is composed of three EI factors: Exercise Optimism (EOP), Pursue Noble Goals (PNG), and Enhance Emotional Literacy (EEL).

A weak, positive, and statistically significant relationship is indicated by results depicting the correlation between the Composite "Personal Achievement" and Academic Achievement in English-Language Arts. The Composite "Personal Achievement" is composed of three EI factors: Engage Intrinsic Motivation (EIM), Exercise Optimism (EOP), and Pursue Noble Goals (PNG).

No statistically significant relationships are indicated between Academic Achievement in Mathematics or Science and any of the three Composite, eight Factor, and five Barometer measures of EI on the SEI-YV.

Table 5 contains scores of students from the alternate school on the STAR achievement tests by level of EI competency (low, medium, and high) scores on the SEI-YV. The majority of students, regardless of level of EI, scored in the Proficient and Advanced level on the STAR achievement tests in English-Language Arts, Math, and Science. STAR achievement test scores reflect homogeneity in academic achievement for the alternate school sample. This lack of variability for the achievement data may have resulted in the low values for correlation coefficients.

Table 5

Alternate School Achievement by EI Group

Subject	EI Group	STAR Achievement Test			Total
		Basic	Proficient	Advanced	
ELA	Low	1	5	2	8
	Medium	1	1	10	12
	High	0	0	7	7
Math	Low	2	3	3	8
	Medium	1	3	6	10
	High	1	3	5	9
Science	Low	0	4	4	8
	Medium	0	4	6	10
	High	0	5	4	9

Note. No students scored in the Far Below Basic or Below Basic Categories

Table 6 contains scores of students from the traditional school on the STAR achievement tests by level of EI competency (low, medium, high) scores on the SEI-YV. The majority of students, regardless of level of EI scored in the Proficient and Advanced level on the STAR achievement tests in English-Language Arts, Mathematics, and Science. STAR achievement test scores reflect homogeneity in academic achievement for the traditional school sample. This lack of variability in the achievement data may have resulted in the low values for correlation coefficients.

Table 6

Traditional School Achievement by EI Group

Subject	EI Group	STAR Achievement Test			Total
		Basic	Proficient	Advanced	
ELA	Low	1	4	5	10
	Medium	3	9	15	29
	High	0	2	9	11
Math	Low	0	3	7	10
	Medium	2	9	15	29
	High	1	4	6	11
Science	Low	0	6	4	10
	Medium	2	18	7	29
	High	1	4	6	11

Note. Four students scored in the Far Below Basic level and three students scored in the Below Basic category.

Research Question 3: To what extent is there a difference in emotional intelligence competencies (as measured by the eight factor, five barometer, and three composite scores on the SEI-YV) between fifth-grade students diagnosed with learning disabilities and students without that diagnosis?

Out of 77 students who initially took the SEI-YV, seven were identified as having active Individualized Education Programs (IEPs) through their student ID numbers. This sample was too small to conduct meaningful independent-samples t tests for differences

between group means. Means and standard deviations of the student scores on the SEI-

YV and STAR tests are provided in Table 7. A comparison of these values with those in

Table 3 reveal that, for the five barometers of Health, the students with the IEPs had

lower means than the total sample. There is little or no difference for the Total EI

between the two groups. The means for the three composites for the two groups are

within three points, indicating little or no difference for the composites. For the eight

factors, students with IEPs have higher means for three and lower for three and no

differences on the remaining two.

Table 7

IEP Student Means and Standard Deviations for SEI-YV Competencies and STAR Achievement Tests

SEI-YV and STAR Scores	N	Mean	SD
Good Health	7	103.86	23.45
Relationship Quality	7	111.86	10.87
Life Satisfaction	7	101.14	10.17
Personal Achievement	7	108.43	9.64
Self-efficacy	7	91.43	11.44
Total EI	7	111.29	5.65
Know Thyself	7	111.57	3.91
Choose Yourself	7	110.43	8.90
Give Yourself	7	108.71	12.18
EnhanceEmotionalLiteracy	7	103.00	5.51
Recognize Patterns	7	117.86	8.86
Apply Consequential Thinking	7	102.14	12.79
Navigate Emotions	7	107.29	16.46
Engage Intrinsic Motivation	7	107.57	17.63
Exercise Optimism	7	112.29	6.45
Increase Empathy	7	104.14	14.43
Pursue Noble Goals	7	108.71	10.70
ELA Score	7	369.43	65.64
Math Score	7	379.71	83.95
Science Score	7	390.71	77.63

Research Question 4: To what extent is there a difference in emotional intelligence

competencies (as measured by the eight factor, five barometer, and three composite

scores on the SEI-YV) of fifth-grade students from schools that utilize traditional versus constructivist methods?

Assumptions for independent-samples t tests were met through the size of the sample (n=77). The assumptions of equal populations variances was tested using a Levine's test and there was no statistically significant difference. When the overall error rate was controlled at the .05 level, t-test results indicate no statistically significant differences between the two schools on the basis of pedagogy on any of the eight factor, five barometer, or three composite scores measuring the students EI on the SEI-YV. Student scores at the two schools were not statistically significantly different.

The t-test results indicate no statistically significant differences between the two schools on the basis of pedagogy on the STAR achievement tests. Student scores in English-Language Arts, Mathematics, or Science were not statistically significantly different. Results are displayed in Tables 8 and 9.

Table 8

Means and Standard Deviations for t test Comparing Alternate and Traditional Schools for Scales

STAR achievement tests	Alternate (n = 27)		Traditional (n = 48)		t
	Mean	SD	Mean	SD	df = 73
ELA Score	414.11	41.73	405.25	50.21	0.77
Math Score	430.56	72.05	444.77	89.85	-0.70
Science Score	424.37	39.00	396.54	47.45	2.59*

In Table 8, results indicate a difference in means between the two schools in English-Language Arts and Mathematics. The traditional school has a lower mean in English-Language Arts and a higher mean in Mathematics. Results suggest a statistically-significant difference in Science means between the two schools.

In Table 9, results indicate a 2-point difference in means. If this is considered no difference, there are no differences between the two schools. The traditional school has lower means for six competencies on the SEI-YV, and there are only two competencies with higher means than the alternate school.

Table 9

Means, Standard Deviations and t-test Results Comparing Pedagogy and SEI-YV Results

| SEI-YV Competencies | Alternate (n = 27) | | Traditional (n = 50) | | t |
	Mean	SD	Mean	SD	df = 75
Good Health	109.11	16.10	117.16	11.51	-2.54
Relationship Quality	119.22	12.09	113.38	12.97	1.93
Life Satisfaction	112.48	14.36	110.94	11.75	0.51
Personal Achievement	112.63	15.31	114.50	10.84	-0.62
Self-Efficacy	99.07	11.44	95.30	14.55	1.17
Total EI	112.04	17.37	109.46	12.96	0.74
Know Thyself	109.96	14.39	108.14	11.83	0.60
Choose Yourself	110.67	19.16	110.48	12.97	0.05
Give Yourself	112.41	17.36	107.58	15.04	1.27
EnhanceEmotionalLiteracy	105.07	13.94	105.24	12.19	-0.05
Recognize Patterns	112.04	16.74	108.40	12.80	1.07
Apply Consequential Thinking	107.74	18.87	109.74	13.79	-0.53
Navigate Emotions	112.37	19.68	104.90	13.64	1.96
Engage Intrinsic Motivation	104.19	14.93	107.98	13.29	-1.15
Exercise Optimism	107.19	15.48	108.16	13.12	-0.29
Increase Empathy	111.63	16.77	106.80	15.39	1.27
Pursue Noble Goals	108.59	16.62	104.48	14.81	1.11

Qualitative Results

Research Question 2: How do fifth-grade students who have been instructed in EI competencies using a systemic EI-SEL curriculum perceive emotional intelligence?

The purpose of the qualitative portion of this study was to answer the second research question: How do fifth-grade students who have been instructed in Emotional Intelligence (EI) competencies using the Self-Science Emotional Intelligence Curriculum perceive emotional intelligence? Consensual Qualitative Research (CQR) Techniques allowed the researcher to observe and participate as the students' processed their

perceptions of EI. CQR is a commonly used analytic strategy that codes data and results in richness of data and themes. At the same time, CQR provides multiple validity checks through raters, a member check, and an outside auditor (Hill et al., 1997; Yeh et al., 2008). Through the words of the fifth-grade students in the study, the researcher came to understand how the students perceived and used EI skills and tools. Four themes emerged as the children discussed EI and its impact on their lives.

<div align="center">Themes</div>

Qualitative research allows meaning to be constructed from the themes present in the data (Yeh & Inman, 2007). Using CQR, the researchers developed four themes emerging from analysis of the data in this study. Focus group interviews did not yield a theme challenging either school's EI or SEL program. Students in both schools perceived their EI-SEL programs to be helpful, individually and for the school as a whole. This perception on the part of the students at both schools may be due in part to the focus of the questions that were designed to understand student perceptions of the value of the programs themselves. As theme three suggests, however, students did perceive difficulties in applying EI-SEL competencies. They also perceived a need to discuss and practice these competencies for mastery. The four themes are presented and described in Table 10.

In the first theme, students from the traditional public school with an SEL program perceived their social and emotional competencies differently than the students from the alternative public school with the Self-Science EI Curriculum. Students at the traditional public school articulated SEL competencies as a pathway and opportunity for leadership

Table 10

Themes Describing Student Perceptions of EI

Student Perceptions	Theme
An EI Curriculum becomes "stuck;" You apply it without having to think about it. An SEL curriculum builds leadership and citizenship skills if you follow the rules.	Theme 1: There is a difference in motivation for students engaged in an EI program v. an SEL program. Students in the EI program demonstrated intrinsic motivation; students in the SEL program demonstrated extrinsic motivation.
Students in the high-EI groups evidenced a familiarity with emotions, navigated emotions, analyzed emotions, and reflected on their application. Students in the low-EI groups displayed a hesitancy about emotions and relied on rules to learn EI competencies.	Theme 2: EI is a teachable skill. There is a developmental continuum for the acquisition of EI competencies. Students demonstrated skills all along the continuum.
All students expressed a need to have EI competencies modeled by adults, to have opportunities to make and correct mistakes, to practice EI competencies in a supportive, caring environment, and to have an opportunity to reflect as they acquired EI competencies.	Theme 3: Students appreciate that there are difficulties in developing EI competencies. Students perceived a respect for EI competencies and a need for a supportive school climate in order to acquire and apply them.
All students expressed the perception that EI-SEL competencies helped them to be successful in situations in their classroom, in their school, in their families, and in situations outside of school. Students perceived that they could teach EI competencies to others and that EI competencies would "solve problems in a way that they won't come back." Students demonstrated a sense of self-efficacy as a result of their EI-SEL curricula.	Theme 4: Students perceive that EI-SEL competencies allow them to be successful both inside and outside of school.

and citizenship. Students at the alternative public school evidenced a quality of self-reflection and familiarity with emotions in both the high- and low-EI groups. A second

theme highlighted differences in the perception of EI between the high-scoring EI groups

and the low-scoring EI groups in the two schools. Students in the groups who scored high

in EI evidenced an awareness of emotions and how they work; students in the groups

who scored low in EI demonstrated a beginning awareness of emotional literacy and

process. A third theme that emerged during focus-group discussions concerned the

perception of the difficulties fifth-grade students encountered in learning, practicing, and

applying EI and SEL skills. Students at both schools demonstrated awareness and

appreciation of the difficulties of emotional work. The final theme throughout all of the

student data in this study is that students at both schools perceived that EI allowed them

to be more successful both inside and outside of school. Fifth-grade students in these

schools demonstrated an optimism that serves them well in their daily experiences.

Students in both schools believed that they have the tools and skills to be successful as a

result of the EI and SEL programs in their schools. The four themes and subthemes are

described in Table 11. Results are presented in terms of the number of responses

(perceptions expressed) in each domain or category. A category is described as *general*

(G) if it received 13 or more student comments, *typical* (T) if it received 5 to 13 student

comments, and *variant* (V*)* if it received less than 5 student comments. In order to

explore each theme, I have described the theme and supporting data for that theme. The

data for this research question came solely from the focus-group interviews with the

students. Thus, the "voice of the student" can be heard. Core ideas in the analysis of

these data remained as close to the data as possible. Exact wording of student responses

was used to reach consensus, ensuring that core ideas contributed to themes that become

as clear, accurate, and contextually based as possible (Hill et al., 2005).

Table 11

Results of Qualitative Analysis

Domain	Category
Student-perceived differences between EI competencies and SEL competencies **(Theme 1)**	A. EI Competencies 1. EI processing becomes automatic (T; n = 6) 2. Students display a quality of reflection and analysis (T; n = 11) 3. Students express an awareness of emotions and how they work (T; n = 11) 4. Students perceive that they work together to help each other learn to navigate emotions (T; n = 12) 5. Students perceive that emotions are catching (T; n = 7) 6. Students perceive that emotions are physical (T; n = 5) 7.. Students perceive that emotions can "hijack" or take over reasoning (T; n = 6) 8. Students perceive a relationship between stress and emotion management (T; n = 8) B. SEL Competencies 1. Students perceive that they develop leadership skills (G; n = 13) 2. Students perceive that they develop responsibility (T; n = 7) 3. Students perceive that they become better citizens (T; n = 5) 4. Students value the Buddy Program (G; n = 15) 5. Students perceive themselves as role models for younger students (T, n = 5) 6. Students value leadership jobs (T; n = 5) 7. Students value the Star Program (T; n = 7) 8. Students perceive that SEL results in positive self-perception (T; n = 6)

Table continues

Table 11 Continued

Perceptual differences between High EI groups and Low EI groups **(Theme 2)**	A. High EI groups
	  1. Emotions are complex (T; n = 8)
	  2. Navigating emotions and developing empathy perceived as necessary for good interpersonal relationships (T; n = 8)
	  3. Students evidenced ability to apply EI in many areas of their lives (T; n = 9)
	  4. Emotions are neither good nor bad, simply messages (T; n = 11)
	  5. Choice must be present in emotion management competency (G; n = 13)
	  6. Knowledge of learning styles and teaching styles demonstrated (T; n = 7)
	  7. Pride in teaching others EI evidenced (T; n = 6)
	B. Low EI groups
	  1. Evidenced beginning awareness of emotions (T; n = 7)
	  2. Evidenced rudimentary understanding of how emotions work (T; n = 6)
	  3. Emotion rules referenced; concrete approach to emotional interpretation demonstrated (T; n = 8)
	  4. Evidenced difficulty with emotional literacy (G; n = 13)
	  5. Perceived action component to problem-solving Problem-Action-Resolution (T; n = 7)
	  6. Evidenced eagerness to learn EI skills (T; n = 9)
	  7. Perceived differences between current school and previous school lacking EI-SEL programs (T; n = 8)
	  8. Perceived difficulties interpreting and applying EI-SEL competencies (T; n = 10)

Table continues

Table 11 Continued

Students perceived difficulties in learning, practicing and applying EI-SEL competencies **(Theme 3)**	A. Opportunities for modeling, practicing, and discussing EI-SEL competencies are needed (G; n = 13) B. Perceived that care must be taken when interpreting and applying EI-SEL competencies (T; n = 6) C. Perceived that emotion management is not easy (T; n = 7) D. Described difficulty in understanding other students' point of view (T; n = 5) E. Perceived EI-SEL program safety; opportunities to make mistakes and correct them (T; n = 8) F. Perceived that responsibility comes with developing EI and SEL competencies (T; n = 11) G. Perceived that administrators, teachers, and peers were available to provide support and coaching (T; n = 6) H. Perceived that pressure, good and bad, accompanies the acquisition of EI-SEL competencies (T; n = 10)
Students perceived that EI allowed students to be more successful, inside and outside of school **(Theme 4)**	A. Students displayed an optimism about their classrooms, school, and community (T; n = 7) B. Students perceived the making friends and completing work were easier to accomplish when people are encouraged to express feelings (T; n = 9) C. Students spoke of an atmosphere of cooperation, rather than competition in their schools as a result of EI-SEL programming (T; n = 7) D. Students described teachers who were perceived to be kind, patient and understanding (T; n = 4) E. Students voiced that a positive classroom atmosphere and school climate allow students to let go of issues that obstruct learning (T; n = 5) F. Students perceived that EI increases self-understanding and perception of individual strengths (T; n = 8)

Table continues

Table 11 Continued

Students perceived that EI allowed students to be more successful, inside and outside of school **(Theme 4** continued)	G. Students perceived that EI contributes to choice and self-control (T; n = 9)
	H. Students perceived many benefits to EI competencies (G; n = 13)
	  1. How to act when others aren't nice (T; n = 5)
	  2. EI provides opportunity for connection to others (T; n = 5)
	  3. EI skills help in difficult situations, intrapersonally and interpersonally (V; n = 3)
	I. EI competencies carry beyond the school and into the Community; will help MS adjustment (T; n = 6)

Note. A category was considered G or *general* if it applied to 13 or more comments in the two high or low EI groups, T or *typical* if it applied to 5 to 13 participant comments in a high or low group, and V or *variant* if it applied to 3 or less student comments in a high or low focus group.

Theme 1 Differences in Perception of EI Competencies and SEL Competencies

Students who attended the alternative public elementary school were immersed in the

Self-Science EI curriculum as part of their school pedagogy. The first section contains

responses from these students. Students who attended the traditional public elementary

school experienced an SEL program as part of their school experience. The second

section contains responses from these students.

Self-Science Emotional Intelligence Program (EI) competencies. All responses

presented in this section were from fifth-grade students attending the public alternative

school. The alternative public elementary school in this study has applied EI as a

systemic solution, believing that EI prevention and intervention programming may be the

key investment that helps children succeed both socially and academically. Students in

the fifth grade have been immersed in this program, if they have attended only this school

since kindergarten. Student comments suggest that EI and SEL competencies are active

in many different ways throughout the school.

One student reflected on the automaticity that occurs in neurological processing when

students are enmeshed in an EI program like Self-Science that is integrated into all

aspects of the curriculum and school day.

> To me, EI isn't…it's not really like…you don't really think about how it helps me or anything. I guess it just got stuck in my mind and got put in as a habit…do the right things from EI.

The students in this program evidence a quality of self-reflection and analysis not often found in 10- and 11-year-old children.

> So if someone's getting hurt or if some problem with the EI is happening over and over again, they bring it up and some people talk over the school announcements and that's how it helps the school. It's so it can remind you… don't do this.

Another student offered, "I think it's (EI) made the classroom a bit more fun because I

like to be funny. It helps me think of new ways to do things instead of just the same way

the whole time." A third student analyzed classroom change this way:

> I think this guy helps our classroom be better because he can help you with a lot of stuff when it is time to work and help you figure it out…but he can also be funny. Sometimes it is not the best time, but he'll be funny and then it helps make the classroom more happy.

Students in the alternative public school reflected an awareness of emotions and how

they work. They demonstrated emotional literacy and an ability to navigate emotions

when problem-solving. One student stated:

> Emotional intelligence is where you can understand another person's feelings so that you can cope with it if you have to deal with it or you can help that person deal with feelings, maybe sorrow or something else. But you can help deal with it.

Another student offered, "Emotional intelligence is basically what it sounds like…how

much you know about emotions and how you deal with feelings." A third student said,

"Emotional intelligence is basically when you can understand your friends; you can understand other people when they have emotions and you can kind of control yourself too."

Students at the alternative public elementary school worked together to help each other learn to navigate emotions. "We have something called Class Meeting. If we have a problem and we can't work it out ourselves, then we bring it to class and then we can try to prevent it from happening again or learn from the problem."

Another student offered:

Well, in our classroom we don't have a regular meeting every day about it. But if someone made a really good accomplishment or if they had their feelings hurt…we talk about that and a lot of times we talk about how we can resolve that and make it better.

A third student supported with:

We have two times to do it each week. Monday morning we tell each other how we feel…if we're happy, sad, something like that. And also on Wednesday mornings, we have a session called EI, Emotional Intelligence, and we talk about different topics like empathy, optimism and stuff like that.

A student contributed:

Sometimes we have two people who are having a problem and we have something that is called a 'fishbowl.' That's when they go into the middle and talk it out with our teacher's help. The whole class knows about it and the whole class knows how to not do that. If you're not in the fishbowl you can have input, but it's mostly them figure out what it's all about.

A final student comment illustrates the importance of communicating emotions to others.

When people are crying, our teacher says that it shows that they're brave because they know how to show people that their feelings are really hurt. They don't just hold it in. And wait for that person to apologize. That person doesn't know that they are hurting the other person's feelings.

Students reflected that emotions are catching, "And sometimes when you're mad you make other people mad. And that's kind of because of the ripple effect…like you make somebody mad, and then they're mad, so they make somebody mad." Another student offered, "And happy is good because if you're happy, it's kind of like mad, you can like make other people happy. And then everybody's happy." This student followed with:

> I know you should be nice to other people; they'll be nice to other people. So…it kind of spreads around the whole classroom. And, um…if you have friends in other classrooms, and you're nice to them, then they'll be nice to the people in their classroom.

Students perceived that emotions are physical (involve muscle memory and occur throughout the body), take energy, and can "hijack" and immobilize cognitive processes. One student contributed, "If you've been like under a big pressure to do something and then that something is over and you nailed it, then you feel good, but not so good because it took a lot of energy." A student added:

> When you're doing something really hard, but…it's like a paper past due…you feel like you've got something really heavy on your back…can't get it off and stuff. And then you finally do it and….it feels like it just kind of…comes off.

Students articulated that some emotions take over. "So, greed, it…it takes you over. I guess it sort of like you're in another state of mind. You're another person." Another student offered, "Some emotions sort of steal us away. It's like they're in control." One student, in discussing a particularly difficult situation stated, "I couldn't think about anything else. The only thing I could think of was how to get away from it…like…how to resolve the problem. I lost 2 days of my life to that problem." Another student added:

> If I'm having some trouble on a problem and other students sort of make fun of you it gets kind of annoying. Then you can't concentrate on your work, so while everybody else has a work period, you just have thoughts going through your mind.

Students perceived that the physical effect of emotions can be very strong if emotions are unaddressed. One student reflected that there is very little chance of changing your feelings if you ignore them. "Well, if you ignore your feelings, and they're like bad feelings, then you can't really change them to make it better; and you could just like you're depressed and you always think depression." Another student offered,

> If you ignore your feelings, they sort of build up. They become bigger and bigger; then, sometimes that makes your actions and then you could get in more trouble…like something that is out of control and that you really need to handle.

A third student contributed, "Your emotions will build up to a point where they can't be ignored, and then you can't really handle them as well…you might say something that you don't mean to say. You can't really think clearly."

Students discussed the relationship between stress and emotion management and articulated tools and strategies to reduce and manage stress and its emotional components. Students perceived that their EI program gave them the tools to manage their emotional reactions to stress. One student declared, "You have to keeping checking your emotions. Once in a while, you need to look at yourself and say, 'How am I doing?' 'How is this affecting me?' 'How am I right now?' " A student spoke of helping her family by using EI competencies, "If my parents are not really agreeing…I can kind of say both sides and help them figure it out." Another student agreed, "So, it's not like you're mad at parents for a week, or something like that. It's usually resolved within 20 minutes." A student offered, "So, if I get mad at someone or something like that…I am able to say, 'I didn't like it when you did this,' and we can talk about it." A student suggested, "And that's exactly what we do in EI." One student said:

> I went to a school before that had homework and I could hardly keep up and I got behind a lot…if I didn't finish I'd get more stressed out because then I dreamed about

> what the teacher would say. Here, if you need homework, then you should be responsible and take it home.

A student added, "It's optional to take homework home cuz then you learn to be responsible."

Students in the alternative public school perceived that problem solving that involved getting everybody together who is involved in the problem on a regular basis, with support from teachers and other students, allowed students to understand their feelings and the feelings of their friends. Students perceived that using emotional knowledge to solve problems and navigate from one emotion to another brings students together and makes the classroom and school a comfortable place for everyone.

Social and emotional learning (SEL) competencies. All responses presented in this section were from fifth-grade students attending the traditional public elementary school. Fifth-grade students in the traditional public elementary school have experienced an SEL program that increases in its emphasis on developing leadership skills and student responsibility for the school and its workings as students progress from kindergarten to fifth grade. Fifth-grade students are expected to fill leadership positions throughout the school, to participate in a buddy program with younger students, and to be role models in behavior for other students in the school. Students expressed a pride and a sense of satisfaction in performing these roles well. Students viewed these responsibilities as a pathway and opportunity to leadership. Students perceived that leadership responsibilities are performed in a way that is both pleasant to and for others; these roles were perceived as making people happy about helping others. Students also perceived that what one person does made a difference and created a change in their classrooms and school.

Students articulated "best practices" that result from SEL programming in a traditional pedagogy. Assemblies at the traditional public school once a month follow a stated theme and feature scenes that are acted out to illustrate that theme. One student stated, "It's like being nice to others…it's sort of like the scenes…like respecting others, including them…it's a group of things that you do that are nice to others." Students "caught in the act" of doing good deeds are celebrated anonymously at assemblies. The good deeds are written on stars and read out to the entire student body at the monthly assembly. One student said, "Reading out the stars…it shows the younger grades…it's like being a role model, like a unanimous (anonymous) role model. So, it shows the younger grades, yeah, how to act and stuff." Fifth-grade students also participated in a Kindercadet program designed to help the kindergarten teachers. The fifth-grade students took a leadership role with the kindergarteners. Students reflected positive results from being involved in this leadership program. "When the kindergarteners get to know us, on the playground or something and they say hi to us…it makes me feel happy like…just like…the kindergarteners like us." Another student said, "I like doing kindercadets because you work with younger children. And once you get to know them they're…they sort of remind you of yourself when you were that little."

Students spoke of leadership jobs. At the traditional public school, teachers choose fifth-grade students to fill specific leadership jobs. The jobs change every 2 weeks, giving everyone a chance to fill all the positions. One student offered, "I like the leadership jobs the best because you get to help the school. And you get to help teachers and you get to know other students….so, you enjoy it…so, I like that." Students spoke of the role student council plays in social and emotional learning.

I like the student council since you know you're helping the school and you're making it a better place. People who are not in student council…they can think of something they might want in the school and they tell the student council member. When they're meeting, they talk about the stuff.

The Buddy Program at the traditional public school pairs older students with younger students in a year-long, one-on-one relationship. Fifth-grade students have participated in the buddy program with kindergarten students, first-grade students, and second-grade students. Students articulated the benefits of this SEL program. "Well, you're getting to know…um…different people that are younger than you and you don't just think that they are younger than you." Another student offered, "The little kids really look up to you…and want to be like you. And you also have a different buddy every year. So, you get to make friends with different kids." A third student said, "I kind of get bonded with different people and you learn stuff about different people while you are doing things with them." Another student clarified, "Well, it (SEL) sort of puts a boundary on my feelings. I step back and understand what my feelings are and what they (the other person's feelings) are." Another student declared, "I guess you can understand yourself better, cuz you're feeling those feelings."

Students perceived role modeling as a path to being a better leader and a better person. Students at the traditional public school perceive involvement in leadership activities as something special. One student offered, "I feel included and important. Other people are listening to what you have to say and looking up to you." Another student stated, "Well, I kind of feel like…it's responsible for us to be good leaders. And what we say means a lot and what we do means a lot." A third student suggested, "You want to do more things that are better because people look up to you that way."

Students perceived that the SEL program gives them positive perceptions of themselves. "Pretty much for all of the (leadership) jobs you're just helping out and that feels good because…you're just being a good person." Another student added, "You're doing something that needs doing…it's not just like busy-work…but you feel useful and that is a good feeling." A third student stated, "Well, also, you tend to be like a teacher almost if you…if you act like this then you just kind of teach other people like respect or leadership or self-responsibility or things like that." One student followed up with "And you learn different ways how to teach other people and find the ways that they can be taught well. Some people learn by seeing and some by doing and some by helping." A final student comment on the subject showed pride in the SEL program that fifth-grade students' experience. "I think we're learning a lot of patience. We're nicer to the little kids than some other schools because they don't have…they can't be with the smaller kids as much."

Theme 2 Differences in Perception Between High- and Low-EI Groups

Responses in the first section are from students who were placed in high-EI Focus groups in both the alternate and traditional elementary schools. Responses in the second section are from students who were placed in the low-EI Focus groups in both the alternate and traditional elementary schools.

High-EI groups. Students who scored in the top 10% on the SEI-YV in each school were placed in a focus group together at that school. All responses presented in this section were from students in the high-EI focus group at the alternate school and the high-EI focus group at the public elementary school. Students in these focus groups suggested that EI processing, as a result of their programs, had become "stuck"; EI and

SEL competencies were utilized without students having to think about the process. Neural pathways between the emotional and rational brain functioned smoothly, allowing students to utilize emotional cues in their decision-making and problem-solving. Students placed in the high-EI focus groups perceived that emotional literacy and navigation are necessary to self-understanding and understanding interpersonal relationships. These students also demonstrated a higher-order quality of reflection and analysis in their approach to Social and Emotional Learning and Emotional Intelligence competencies. Students expressed a familiarity with emotions and an expectation that emotional navigation works and brings a sense of safety to daily experiences. Students placed in the high-EI groups evidenced an underlying expectation that they would be heard and supported in their daily experiences. Students expressed a hopefulness about the benefits of their EI and SEL programming for their future.

Students in the high-EI focus groups perceived that emotions are complex. Navigating emotions and developing empathy were perceived as necessary skills to achieve good interpersonal relationships. Students evidenced an ability to apply these principles in many areas of their lives. One student offered, "OK. So, when you show an emotion, like sadness, you're actually giving a clue to other people…that something is going on with you." Another person spoke of depression: "Depression isn't necessarily good or bad. It's sort of in between because depression can lead to bad things; it can also lead to good things. Then it is a sign that you're showing your emotions, which is a good sign." Another student offered a glimpse of empathy, "And how does depression affect us? If we feel down in the dumps, somebody can see that and then they can react to us.…If they might see that, they might try and cheer you up." Students also described developing a

feeling of empathy for the teachers in their school. "You can feel what the teachers feel when they teach….you can feel what they're going through with somebody complaining. It makes me not want to make the teacher work more."

Students perceived that emotions are not necessarily good or bad. Emotions carry messages that give us clues we need to interpret. One student said:

> I think jealousy or being envious of someone…that could lead to bad things. You could lie or something if you really want something and you're jealous. I think it could be really bad for other people. But it's not…you can have jealousy without doing anything about it. Then it's not bad. But, if you actually do something about it and you (react), that could turn bad.

One student articulated that some emotions require attending to in order to understand the message. "Greed…cuz how greed affects us….it takes you over….you are consumed….it sort of steals you away." The emotion itself serves as a warning that something is not right. Another student offered, "When you are in charge, you have to be very aware (of your emotional cues). You have to make sure that you're being a good role model and don't mess up."

Students perceived that choice and its possibility are present in the competency of emotion management. Students believed that emotion management includes making choices to allow different outcomes. One student said, "Well, actually it's made our classroom a lot more responsible and aware of other people's feelings. And it's kind of helped people if they feel sad or mad." Another student agreed.

> We had some people get picked on a lot and….more than other people….and then we kind of understand what they're feeling because of EI, of each other's Student Agenda and we know better how to solve the problems with other people because we do understand what the other person is like….feeling and thinking.

Another student offered, "So, if someone is crying, or someone falls down and gets hurt, or someone looks like they need help, then you would say this is something I know how to do." A student described the process of making a choice, using emotions as a cue

> Maybe a tiny bit of anger management…like to control your emotions a bit more. Instead of just, I want to talk out in class, so I just talk out instead of raising my hand. Instead, I would say that I'm not more important than that person who is raising their hand, so I will wait my turn.

A student noted, "Our teacher gives us past experiences like maybe in his classroom before or like he and his son have experienced, so he sort of helps us by giving us some advice about feelings which helps us make better decisions." A student added, "And that's the main idea, trying to solve these problems with our teacher….trying to teach us how to solve it ourselves." These student comments illustrate the power of utilizing emotional cues in conflict resolution or as part of the process of problem solving. One student summed it up succinctly, "Well, if we didn't have EI to help manage our emotions, then it (school) would be kind of like one big bully yard. The kids would go around killing other people."

As a result of their EI and SEL programming, these students evidenced knowledge of learning styles and teaching style differences that impact student learning. Students expressed a pride in being able to teach others the competencies they have learned in their EI and SEL programs. One student stated:

> Well, you also tend to be a teacher almost if you….you just kind of teach other people respect or leadership or self-responsibility or things like that. You learn to do it and then you learn different ways to teach other people and find the ways that they can be taught well.

Another student offered, "Some people learn by seeing and some by doing and some by helping. The most successful way is to teach someone all three at the same time." A

third student declared, "And so not everybody learns in the same way. Sometimes you have to think of different way to help someone learn something." Students reflected on the effect EI and SEL programming has on teachers and students and learning at their schools.

> I think with EI the teachers also kind of learn how to deal with kids who think differently. If the kids share how they feel and stuff, the teachers can kind of understand how they think and then they find out where to set their expectations.

Low-EI groups. Students who scored in the bottom 10% of each school were placed in a low-EI focus group together at that school. All responses presented in this section were from students in the low-EI focus group at the alternative public school and the low-EI focus group at the traditional public elementary school. Students in these focus groups evidenced a beginning awareness of emotions and a rudimentary understanding of how emotions work. Students expressed a tentativeness about interpreting emotional input and perceived that they must be careful with social and emotional competencies and with emotional intelligence competencies. The emotions discussed by students in these focus groups were visceral, indicating that the students experienced difficulty with emotional literacy and navigation. Student comments suggested a concrete approach to emotional interpretation. Emotions followed certain rules that the students were beginning to understand. Students referenced rules and process as if understanding the process. Students in these groups perceived that they must be careful with EI, but were anxious to take advantage of the opportunities for learning about SEL and EI competencies they saw available at their schools. Students placed in the low-EI focus groups expressed satisfaction at attending schools that allowed them to express themselves, work at their

own pace, develop responsibility for themselves, develop responsibility for other

students, and follow a pathway to become successful at their school.

Students perceived that expectations at other schools are different and expressed

satisfaction that the SEL and EI programs at their elementary schools were helping them

to learn new competencies. One student said, "Well, I think that my friends…they go to

other schools…and they're not as responsible….and I think that when you come here,

they want you to be more responsible." Another student added:

> They give you a bunch of responsibility here. Our teacher was in a conference with
> other teachers and it was running late, and…it took us a while at the beginning to get
> started, but we eventually were able to do the activity that was scheduled instead of
> just running around and talking.

A student said, "I have learned to manage my time and schedule and if I am behind, I

bring work home because I know I need to get it done." Another student agreed, "Like

being accountable. Last year I sort of fell behind in everything (in another school). This

year I feel like I can do things and I can keep up with the class."

Students perceived an action component to problem-solving. This concrete pathway

is expressed in three steps: problem – action – resolution. One student offered:

> I like student council since you know you're helping the school and you're making it a
> better place. And people who are not student council…they can think of something
> they might want in the school or a problem and student council will meet and talk
> about stuff.

A powerful example is that students in the low-EI group perceive developing empathy as

an action step to reduce bullying. Students offered a very telling perception, "Everybody

understands each other so well that they don't really want to be the bully. Because they

know how others feel and everything, so…they don't really want to be a bully." Another

student added "There's someone who's tried to be a bully, but they didn't get very far. Why even try?"

Students expressed the notion that it takes a long time to perfect EI and SEL competencies. Students in the low-EI groups understood the basic rules and procedures of these skills but struggled to apply them. "The line leader job is a little more difficult than other jobs…really cuz you have to do it every single day, twice a day. You have to remember." Another student agreed, "When I'm walking to the classroom with the little kids, the kids just race ahead and they don't really follow. It can be hard to get them to listen." A student offered, "Sometimes problem solving using EI makes me feel happy because then the problem doesn't come back." A student agreed.

> Well, sometimes it makes me feel like I don't want to talk to that person for another little while. Sometimes it makes me want to go play with them some more because you get better friends with them and they helped solve it.

A student commented, "It takes a long time for you to be absolutely sure before you ask the other person (how they feel) because if you get it wrong you…they…think you're weird." A student described his struggle with emotional literacy.

> It is hard to try to determine what someone is thinking…no not thinking…feeling. It is like mind games with someone. Even if they're sad or they're pretending to be happy…to find out if they're really sad or if they're really happy.

Another student likened emotional literacy competencies to a card game.

> It's like that card game called BS. You have to find out if that's when they put the card down if they're lying. So, I think it (EI) helps you to find out by how they look or if you talk to them…you can kind of tell by how they talk.

Students in the low-scoring EI focus groups perceived that EI and SEL competencies made classrooms and the school more comfortable. Students perceived that others are more considerate as they get to know each other. One student said, "It (leadership jobs)

has kind of changed the school. Kids can do something to help the school. That makes it a good place." Another student added, "Leadership jobs change the classroom because kids are very supportive of each other…like, we remind each other of jobs and make sure that we don't miss our activity."   A student declared, "It (EI and SEL competencies) has kind of helped the school. You know, changed the school that the kids can do something to help the school." Another student commented, "With EI, we learn how to say no to some things, so it helps you learn how to get along with people and solve problems with them." Another student offered, "Learning to let go and then be assertive…really helps the classroom and maybe the whole school to get along." Students generally agreed and then one student said, "Doing EI helps the class get work done and it kind of helps you learn to let go." When emotions are managed, they don't get in the way of student learning.

Theme 3   Student-perceived Difficulties in Learning, Practicing and Applying EI Competencies

Table 12 represents student responses by type of focus group. The majority of responses used to support this theme came from students in the High-EI Focus groups.

Table 12

EI Focus Group Theme 3 Responses

Group	n	Group	n	Group	Total
HA	25	HT	20	High	45
LA	11	LT	8	Low	19

Note. Student-perceived difficulties in learning, practicing, and applying EI competencies

Students in both groups perceived that one must be careful when interpreting and using EI and SEL competencies. Students suggested that applying EI and SEL principles requires sensitivity and a willingness to persevere. One student offered:

> We don't have the most cooperative class. Cuz our class isn't really together..cuz we don't always like who's around us…and we don't really get along all that well. We sort of try things to get to know each other better and understand each other, but they don't always work.

Students spoke of perseverance and the importance of trying to solve problems independently. "In our class we do this one activity…we had to problem-solve together and persevere because we were tied together and we had to figure out how to get apart."

Another student offered:

> OK. So what we do is, if it's a big whole-class problem, then we talk about it with our whole class and then decide how we're going to solve it. Otherwise, we just talk about it like outside with the teacher or without the teacher. And normally we just try to solve it between ourselves; we don't normally get the teacher involved with it.

Another student spoke of the difficulty of really understanding the viewpoint of another student. "Well, it's sort of hard to understand another person's view. Cuz if you sort of see it only your way, you're blocked by that. You can't see the other person's way. So that's really hard to do." One student shared an awareness that emotional management is not always easy.

> Sometimes if someone is doing something and it's just like you tell them to stop and then they kind of wiggle out of it, and it's really hard to, you know, just let it go and not really worry about it too much. You feel like, Ugh! I'm so mad.

Another student agreed, "If something happens to you by someone else, it sometimes really…like if they did something mean to you it's sort of hard to keep it in and just not do something to them because you're really upset."

Students perceived that navigating and managing emotions is a competency that requires opportunities for modeling, practice, and discussion. Students in both groups perceived that it is sometimes difficult to apply EI and SEL competencies, but EI and SEL programs and coaching support from adults help those competencies to develop. One student commented, "I think it (EI) helps you to solve problems but maybe some people here…they were different before this instruction and after this they will just go back to their old selves...unless they have more coaching." Another student spoke of the value of an SEL program that allowed behavior to be anonymously modeled for the whole school. "Well, with the stars…they read out what is done well in class…other people read what is done well in class… and you think how you could do that well too." Another student offered, "When you do stars, people listen to what you say and get an idea of what to do." Student comments suggested that it takes time and practice to learn EI and SEL skills.

Students also perceived that administrators, teachers, and other students were there to support them and provide opportunities for discussion and practice.

> For student council, what our teacher does, is she says if you've already been in student council then give somebody else a chance. Because if you're emotionally intelligent then you probably will be one of the representatives, but if you're not then you can get a chance to learn (EI) from student council.

Students in both groups perceived that responsibility comes with developing EI and SEL competencies. Students expressed that being in positions of leadership and responsibility is not always easy. Students described feelings of pressure and anxiety from a variety of sources. Teachers were discussed as a possible source of student anxiety. "Well, I think the teachers…require, or hope that you plan…they want you to be responsible. So, if you don't be responsible they're like mad at you." Another student

offered, "Sometimes they want you to try to meet their expectations and are disappointed if you can't do it." A student spoke of the anxiety that sometimes accompanies being a good role model. "Well…with the buddies you can't…you have to make sure that you're being a good role model for them so that they don't mess up." Another student agreed, "Sometimes you don't feel so important and then you like….let's say the buddy doesn't think that way…then you feel like…well, I feel like maybe this isn't the right choice, so sometimes I feel unsure."

Students spoke of the pressure of certain leadership jobs. "With line leaders, you have to be there right away or the first graders just go. You have to run. That makes me feel a little bit pressured." Another student stated, "You feel like this is a big part of the school year and you have to be ready for it." A third student said, "It's really kind of easy…as long as I remember to do it!!"

Students in both groups perceived that it is OK to make mistakes while perfecting EI and SEL competencies. Students expressed a positive perception of the pressure brought through increased responsibility. Students expressed that it is OK to make mistakes because one is given the opportunity to correct them. One student offered, "It doesn't put that much pressure on you cuz you know that if you do make a mistake, you can always tell the buddy that that's not a right thing to do." Another student added, "I think it puts some pressure on us, but it's also a lot more fun." A third student agreed, "There's pressure because you want to show them how to do the right thing…but it is also a lot of fun." Another student added:

> It does put some pressure on, but it's kind of a good pressure cuz you know that you should do things right when you're around (the younger kids) just so they don't do things…copy off things that you do that are wrong.

The student added, "It's enough pressure to make you think."

Students in both groups expressed an interest in learning more about the process of the brain and how understanding the brain contributes to developing EI and SEL competencies. "It would kind of help if our teacher would teach us a bit about the brain functions." Another student added, "It would help if a lot of people just knew how the brain works." A final student comment, "It (the brain) is complicated. That way we would know a lot more about learning to control our emotions."

Theme 4 EI Allows Students to be More Successful Both Inside and Outside of School

Table 13

EI Focus Group Theme 4 Responses

Group	n	Group	n	Group	Total
HA	26	HT	22	High	48
LA	10	LT	6	Low	16

Note. HA=High EI Alternate group, LA= Low EI Alternate group, HT= High EI Traditional group, LT= Low EI Traditional group

Table 13 presents student responses by type of EI focus group. Students from the high-EI focus groups contributed twice as many responses to this theme as compared to students from the low-EI focus group. Although all levels of EI competency shared in this perception of success inside and outside of school, students in the high-EI competency groups articulated the perception more often.

Students in both the traditional public school and the alternative public school demonstrated the perception that EI allows students to be more successful, both inside and outside of school. Students in both schools perceived that EI competencies bring students together and allow them to feel more connected. Students at both schools displayed optimism about their classroom, their school and their world as a result of the

skills they have learned in these programs. Students suggested that it is easier to make

friends and to complete work when people are able to express their feelings. Students

expressed that EI skills reduce the amount of conflict that occurs in the classroom and at

school and that the playground and lunchroom are better places as a result. Students at

these schools spoke of an atmosphere of cooperation, rather than competition. Students

described teachers who are kind, patient, and understanding and who encourage humor

and fun in the classroom. These students voiced that a positive classroom atmosphere and

school climate allow students to relax and learn to let go of issues that might get in the

way of learning. Students in both schools perceived cooperation rather than competition

as a positive force schoolwide.

   The words of one student expressed this concept very well. "Well, I think it helps us be

better people ourselves. It teaches us different lessons on just how to be better people.

For example, for the assemblies sometimes they do a skit that teaches us how to act and

be respectful and, like….leaders."   Another student echoed that sentiment. "Leadership

jobs at our school make me more responsible, and it makes me happy that I get to help

like other people and other teachers around the school since they do so much already."

Another student described the results of a classroom EI program.

> Well, we have something called Student Agenda where…so, people come with their
> problems at meetings and, if they can't solve it themselves, and, even if they do, we
> sort of just talk about it and how this person's behavior affected someone else. And
> maybe that one person's not all good and the other person's not all bad. And we just
> learn how these behaviors affect other people and how to solve these kinds of
> problems.

   Students at both schools agreed that EI skills increase a person's ability to understand

themselves and contribute to choice and self-control. One student said, "Well, emotional

intelligence is basically when you can understand your friends; you can understand other

people when they have emotions and you can kind of control yourself too." Another

student added, "Self-control is when…when you understand yourself enough that you can

control it." A third student contributed:

> So like when you're…you make sure that when you're feeling your feelings you're not hurting other people around you…like when you get really angry…if you know you're having that feeling but don't hit other people cuz you're angry.

A very articulate student described a teacher's role in helping students develop EI skills.

> Well, stepping back from a situation. I know that sometimes in sports or activities it gets sort of heated and competitive…um…out on the field. So, our teacher said that we should step back and look at the situation and if it's gonna head somewhere bad where somebody's feelings will get hurt…they actually might get physically hurt… you should step off…er…step away and play another game. Another thing I like is sort of taking a breather. Just relaxing. And sort of make your mind clearer.

One final comment from a student about self-control suggested, "If you don't really listen

in class while you're doing EI…um…you're…uh…feelings won't really change. And

you won't have as much self-control as the people that (sic) really do listen in EI."

Students demonstrated knowledge of the personal skills they had acquired in their EI

and SEL programs that allow them to understand how to act when others are not nice to

them. "You need time to just step back and take a breather and look at through the other

person's view how they felt." "If you get in an argument, step out before it escalates." A

third student contributed, "Well, if someone is upset, even if you're not their friend, you

don't want to make it worse; you want to try to help them to make them try to have a

better day." Another student contributed, "What I learned is that once you say something

that you really didn't mean and you can't believe you said that…just apologize."

Students perceive that EI skills help them out of difficult situations. "With EI we learn

how to say no to some things, without actually hurting anyone's feelings. And then you

can learn how if some…if a friend is mad at you to still be friends…be friends with

them." Another student added, " It's hard at lunch and recess and those kinds of things…cuz, it's hard to sustain friends. And make new friends…so, EI can give you more friends."

Students at both schools described opportunities present in their program that provide opportunities for self-understanding and connection to others. In addition, students perceived the benefits of emotional literacy as a tool for interpersonal communication. "Well, what we do is we kind of do work to see how we work and see our paces. That way we can work at our own speed instead of…as like super fast or super slow." Another student commented, "So, we do surveys on what you're good at and what you're not too good at, so we can work on more what we're not too good at." A third student added, "After we do tests, we sometimes work in groups that are about your level." Students commented on the role of the teacher. "Sometimes our teacher comes around and he quotes something that is really good." Connection is fostered in these classrooms by the teacher holding up student strengths in different areas.

 Other students spoke of activities that were specifically designed to help students figure out their strengths and connect with each other. One such activity is called Crossing the Swamp. "So, if someone is kind of falling over you have to learn how to help each other. And hold onto them so that they don't fall. You could talk but it was really hard." Another student added, "Our teacher makes us play that the first day of school. So that right from the beginning we can always know how to be cooperative. It's like a tradition." Another student offered:

> Well, on Mondays, what we do is the leader, he or she, they tick away the roll and the person, each person, they say what they liked or didn't like, or both about the weekend. And it's called Faces. It is kind of like how people felt over the weekend.

Students understand their classmates' feelings through this exercise and try to empathize with those feelings. One student summed it up, "Well, if they're having a hard time already, try to be extra nice; don't put them down even more."

Students spoke of the benefits of learning to manage interpersonal relationships in their classrooms and in school. One student offered the benefits of a program where older students are paired with younger students. "If we're older its like listening to someone speak and not interrupting…being with your buddy, it's like learning to talk with people who are not, like, the same age as you…" Another student offered, "In the buddy class we have to show them how to…how to behave well so we have to behave well to be better models for them." A third student said, "Well, the buddy class makes you fell important like, somebody actually looks up to you…which would be your younger buddy. So that helps with leadership skills." Students spoke of the benefits of learning to manage different types of relationships through this SEL program. "Let's say when people aren't being…um…as nice as they could be to other people…it makes you think about what you would do if you were talking to your buddy." Another student offered, "The buddy program makes us feel important because we have little kids looking up to us. That makes us feel better; it just makes the school a lot more fun to know that someone is looking up to you." Another student declared, "You learn things about being able to socialize as well." A student replied, "You feel good because people are looking up to you and you want to do more things that are better because people look up to you that way." A student offered:

> In our classroom, if we have a problem, we write our name on a sticky note and then write what our problem is also on the sticky note and put it on the board. And every Monday at the end of the day we have a class meeting. Everyone sits in circle and we take the sticky notes and the person who wrote their name down tells you what the

problem is, and everybody tries to give suggestions so it won't happen again.

Students expressed that these EI and SEL skills carry beyond the school into their lives in the community. "When you go over to a friend's house and they have little brothers or sisters, you kind of understand them better and I think you understand what they're feeling better." Another student offered, "It makes it a lot easier to deal with my little sister now because I finally figured out how little kids tick." Students reflected on how EI and SEL skills have changed their relationships with friends outside of school.

> You can see how people from other schools don't…if they don't have this kind of stuff (EI and SEL programs)…how they act towards other people. You can say that they haven't learned how to do that and that's why they act that way.

Students expressed optimism that they could teach others the skills they have learned in their EI and SEL programs. "Well, you tend to be like a teacher almost if you…if you act like this then…you just kind of teach other people respect or leadership or self-responsibility or things like that." Another student said, "And you learn different ways how to teach other people and find the ways that they can be taught well." One student spoke of her role in using EI skills to help her family solve disagreements.

> Well…my family kind of got into a fight cuz we all had different opinions on a subject. And so, one thing I know is sometimes when they're in a fight I can kind of help them work it out and sometimes where it would have escalated to a point where I couldn't have helped it, I do…I help them out before it gets to a point where it's bad.

A student replied:

> Well, it helps a lot in predicting what other people are going to do. So, when I go home, I already know what my mom is going to ask next. Like, if she wants me to clean up my room or not. So, I can usually prepare for most things.

Another student offered an experience in an after-school program where EI and SEL skills helped solve problems.

> Well, there's an after-school center and it sometimes gets really, really competitive

there, and I realize that through EI that my friends sort of…um…like I can understand what they're doing and what I'm doing and then…I can better communicate so it's better at the after-school program. Using EI makes it more comfortable.

Students perceive that EI and SEL competencies acquired in their elementary-school programs will help them adjust to middle school and other situations in the future. One student offered, "Well, the flag, the gate and the recycling….getting ready for the homework…those all help with responsibility and we'll need a lot of that in middle school….I think (what we've learned) will help." Another student said, "And we should be better at leadership than the other (sixth) graders because we've had the practice and the experience." A third student stated, "It makes you feel more mature to have more homework and leadership responsibilities. It helps you a lot to feel ready for middle school." Another student offered:

Also, if you learn how to solve a problem here, when you're older, you're most likely gonna work in a group and there's gonna be a least one person who you don't get along with that well. But if you learn how to solve a problem…resolve a problem here… then…you can learn how to solve it basically anywhere.

<div align="center">Summary</div>

The results presented in this section addressed the four research questions that were the basis of the current study. Pearson Product-Moment correlation coefficients computed for the five barometer, eight factor, and three composite scores on the SEI-YV and the STAR achievement test scores in English-Language Arts, Mathematics, and Science revealed no strong, statistically significant relationships. Two weak but statistically significant relationships were depicted between the scores for the barometers of Life Satisfaction and Personal Achievement and scores in English-Language Arts.

The sample of students identified with active IEPs was too small ($n = 7$) to compute an independent-samples t test. An examination of means and standard deviations

revealed for the five Barometers of Health, the students with active IEPs had lower means than the total sample. There was little or no difference for the Total EI between the two groups.

An independent-samples t test was conducted to analyze differences as a result of pedagogical programming differences in the two schools studied. No statistically significant differences were found.

Qualitative analysis using Consensual Qualitative Research methods revealed four emerging themes in student perceptions of EI as a result of EI-SEL programming in their schools. In Theme 1, students exhibited distinct differences in their perception of EI and SEL competencies. On the basis of student responses in this study, students who study EI as part of their curriculum display fluid abilities to process and use EI competencies in everyday situations and that this ability produces positive changes in the classroom, school, and community. These students are intrinsically motivated to practice and use EI competencies. Students who study only SEL skills (leadership, conflict resolution, respect for others) note improvements in their classroom and school but not necessarily in their community. These students appear to rely on an extrinsic motivation to display SEL skills. In Theme 2, students in the high-EI focus groups demonstrated a higher order quality of reflection and analysis in their approach to SEL and EI competencies. Students expressed a familiarity with emotions and an expectation that emotional navigation brings a sense of safety to daily experiences. A higher number of responses from students in the high-EI groups were chosen to support Themes 3 and 4, indicating that higher-order quality of reflection. Students in the Low EI focus groups appeared to rely on rules and processing of rules to use and practice SEL and EI

competencies, underscoring the developmental aspect of the acquisition of these competencies. In Theme 3, students perceived that caution is necessary in developing and applying EI competencies. Students perceived that the development of these competencies required opportunities for practice and discussion with adults and peers in order to ensure successful application and consequences. Modeling and coaching of these skills by adults was valued. Students perceived that the opportunity to make and correct mistakes was essential to the development of EI and SEL skills. In Theme 4, students perceived that EI allows them to be more successful, both inside and outside of school.

CHAPTER V

DISCUSSION, SUMMARY OF RESULTS, LIMITATIONS, IMPLICATIONS, and
RECOMMENDATIONS

The purpose of this study was to investigate the possibility of a relationship between
Emotional Intelligence (EI) competencies and academic achievement in elementary-
school students. An additional purpose was to investigate the perceptions involved in
elementary-school students learning to use and manage emotions effectively. EI, in this
study, was defined as the ability to blend thinking and feeling to make final decisions.
Recent research has compiled empirical evidence highlighting how emotion and
cognition function together (Damasio, 1994; Ledoux, 1992, 1994). I investigated the role
EI competencies effect in providing coping mechanisms that allow elementary-school
students to manage emotions and focus on learning. I evaluated 77 fifth-grade students in
two different public elementary schools in the San Francisco Bay area who had been
trained in EI competencies. I conducted an assessment of those competencies using the
Six Seconds Emotional Intelligence Assessment for Youth (SEI-YV), analyzed a
comparison between those competencies and standardized academic achievement scores
as measured by the California's Standardized Testing and Reporting (STAR)
achievement tests, and, using Consensual Qualitative Research methods, discovered four
themes emerging from focus-group discussions about the perceptions the students voiced
concerning their EI programs, their classrooms, their schools, and communities.

This chapter will discuss the limitations of this study, give a summary of the findings,
conduct a discussion of the study results, describe implications for educational practice,

and give recommendations for future research in the area of EI and Academic Achievement in elementary-school children.

Limitations

This study has a number of limitations. First, both public elementary schools were self-selected because they had implemented a comprehensive, school-wide, Social and Emotional Learning (SEL) curriculum to teach EI competencies. The program at each school had been in place for more than 3 years. The students participating were not assigned randomly but were studied to evaluate their EI competencies as a result of exposure to these EI-SEL programs at the elementary-school level.

Second, these schools were located in a suburban area of San Francisco and, as such, displayed unique socioeconomic descriptors. The community in which they were located was highly educated and professional. The results of this study cannot be generalized to other areas that do not match this upper socioeconomic demographic. The study results suggested that the population of the two schools may be very homogeneous.

Third, the SEI-YV is a self-report instrument. The age of the children completing the instrument and the difficulties children experience in accurately completing self-report measures must be noted. Young students may not have perceived their own emotional responses correctly; research has suggested that children are sometimes inaccurate when assessing their own abilities (Paulhus, Lysy, & Yik, 1998).

Finally, instruction in EI competencies varied within school from classroom to classroom because of the individuality of instructional technique and student dynamics. These variables were present in the implementation of the curriculum at each school and reflect instructional differences inherent in the two different curricula. Because no two

classrooms were exactly alike in EI-SEL instruction, these findings should be considered on the basis of the richness of the data of the study and should contribute to the literature generally.

Summary of Findings

Results for the first research question, to what extent is there a relationship between fifth-grade students' ability to demonstrate and use emotional intelligence competencies and academic achievement, showed that the majority of students in this study scored in the Advanced level in English-Language Arts and Mathematics and the Proficient level in Science on the California Standardized Achievement Report (STAR) achievement tests. An examination of the means revealed very little difference in academic achievement between the two schools. SEI-YV results, measuring the students' EI competencies, were also very similar for the two schools. Two Barometers, three Composites, and eight Factor means were all in the average to above-average range. Pearson Product-Moment correlation coefficients computed to investigate the relationship between EI, as measured by the SEI-YV, and academic achievement, as measured by the scores on the STAR achievement tests, indicated a weak, positive, and statistically significant relationship between the Composite "Life Satisfaction" and academic achievement in English-Language Arts. A weak, positive, statistically significant relationship also was found between the Composite "Personal Achievement" and English-Language Arts. No statistically significant relationships were indicated between academic achievement in Mathematics or Science and any of the three Composite, eight Factor, and five Barometer measures of EI on the SEI-YV.

Results for the second research question revealed four emerging themes perceived by the students as a result of their immersion in an EI-SEL program. The first theme suggested differences in student perceptions of EI competencies as a result of the focus of their intervention program. Students in the alternate school, whose prevention and intervention programs focused on teaching EI competencies, perceived themselves to be internally motivated. Students thought of EI competencies as an integral part of their functioning and interactions with others. Students expected other students to understand and display those competencies. Students in the traditional school, whose prevention and intervention programs focused on teaching social and emotional skills, perceived that following an established pattern of rules would lead them to become better people and better leaders. The rewards for these students were perceived to be external. Acclaim from peers and teachers, experiencing friendship with and admiration from younger students, and holding positions of leadership were all cited as positive results of successfully following the guidelines of the SEL program. A second theme emerging from the data suggested that students perceived EI competencies as teachable skills. Students in this study who recently had begun to develop EI competencies through SEL programs evidenced a tentative approach to these competencies. Their perceptions reflected an emerging familiarity with emotional processing. Students who had been developing EI-SEL competencies throughout their elementary-school years evidenced an automaticity with EI application and a familiarity with emotions and emotion management. These students displayed an ability to apply emotional competencies and an expectation that emotional processes would result in successful relationships. A third theme illustrated student perceptions that modeling; support from the teachers,

administrators, and peers; time to practice; the opportunity to correct mistakes; and a whole-of-school approach are necessary to building successful EI and SEL competencies. Students in this study evidenced an awareness of the complexity of emotional intelligence competencies and the need to develop these competencies in a safe, structured atmosphere guided by adults. Students in this study perceived themselves to be more successful, socially and academically, inside and outside of school, as a result of EI-SEL programs in their schools that focused on teaching EI competencies. As a result of these programs, students perceived themselves to be teachers educating other students, their families, and people in the community about the benefits and application of EI competencies.

The third research question examined the differences in EI competencies, as measured by the SEI-YV, between students diagnosed with learning disabilities and students without that diagnosis. The researcher did not compute independent-samples t tests because only seven students in the sample were identified as having active Individualized Educational Programs (IEPs). A comparison of the means of the students with IEPs and the total sample revealed that for the five barometers of health the students with the IEPs had lower means than the total sample. Little or no difference was revealed between the means of the three composites for the two groups. For the eight factors, students with IEPs had higher means for three and lower for three and no differences on the remaining two.

To answer the fourth research question, independent-samples t tests were conducted to investigate differences between the two schools on the basis of pedagogy. No statistically significant differences were found on any of the eight Factor, five Barometer,

or three Composite scores measuring the students' EI on the SEI-YV. The t-test results indicated no statistically significant differences between the two schools on the basis of pedagogy on the STAR achievement tests. Student scores from the alternate and traditional public elementary schools in English-Language Arts, Mathematics, or Science were not statistically significantly different.

<div align="center">Discussion of Results</div>

This section contains a discussion of the findings of the study in relation to each research question. The three quantitative questions (1, 3, and 4) will be discussed first; the remainder of this section is devoted to the qualitative findings.

Relationship Between EI Competencies and Academic Achievement

Results from the first research question revealed only two weak and statistically significant correlations between student scores on the SEI-YV and the STAR achievement tests. This result could be attributed to the homogeneity of the two student populations. Both elementary schools were located in an area of upper socioeconomic status (SES) and resources. In addition, STAR achievement test scores for the majority of students in both schools were scored at the "Proficient" and "Advanced" level, indicating higher and homogeneous academic achievement for the students attending these two elementary schools. The few students who did not have high achievement scores did not differ in their SEI-YV scores from the students who had high achievement test scores. A majority of students in this study scored in the average to above-average range on all eight EI competencies measured by the SEI-YV. These results also may have reflected the quality and similarity of EI-SEL programming present in both elementary schools. Most of the fifth-grade students in this sample had been learning EI competency

principles and skills since kindergarten. Faculty of both schools had been trained in EI-SEL principles by Anabel Jensen and Josh Freedman of the Six Seconds Emotional Intelligence Network. In their meta-analysis of 379 SEL prevention and youth development interventions, Durlak and Weissberg (2005) suggested that EI-SEL programs that are well-implemented produce positive student outcomes, including higher grade-point-averages and academic achievement. The schools in this study reflected that same pattern. Students participated in well-designed EI-SEL programs at both elementary schools.

"Self-Efficacy" emerged as a lower score, relatively, for this sample. The Self-Efficacy Barometer contains two of the highest level EI competencies: Increase Empathy (ICE) and Pursue Noble Goals (PNG). Perhaps fifth-grade students, who are 10 and 11 years old, have not matured sufficiently to acquire the highest-level competencies and integrate them with previously acquired competencies. This result may reflect a normal developmental phenomenon. The wide range of scores in the "Choose Yourself" (range 67 to 135) and "Know Yourself" (range 63 to141) composites may illustrate this developmental aspect of the acquisition of EI competencies. Examination of these scores lead me to conclude that development of EI competencies appeared uneven and that students were at different levels in their acquisition of EI competencies. Studies by Bar-On (1997) and Mayer, Salovey, Caruso, and Sitarenios (2003) have suggested that EI develops with age and experience. In this study, student perceptions of their own self-efficacy did not concur with the SEI-YV results. Student comments indicate a strong perception of capability and capacity to effect change in their classrooms, schools and communities. Items measuring self-efficacy on the SEI-YV may be measuring

something other than individual perception of EI capability. More research is needed to ascertain the reason for this difference.

The current study also found differences in the acquisition of EI competencies due to experience. Students who had attended the elementary schools consistently from kindergarten to fifth grade populated the high-EI groups; students who were newer to the school were found in the low-EI groups. Research by Hastings, Zahn-Waxler, Robinson, Usher, and Bridges (2000) suggested that observable deficits in concern for others develop after the elementary-school years. EI-SEL programs like Self-Science at the elementary-school level foster the development of EI competencies like empathy at a critical time in development. A study by Parker et al. (2004) found that ninth-grade students scored lower on total EI ability, using the Bar-On EQ-i:YV as the measure of EI, than students who had been applying EI competencies longer. These studies suggested that exposure to EI competencies and the opportunity to apply those competencies improved EI abilities. Elementary school may be a critical time to begin.

The weak but positive and statistically significant correlation between the "Life Satisfaction" Barometer and English-Language Arts achievement score may reflect the ability of these fifth-grade students to express themselves using appropriate language. Students who are more facile with language may be better able to communicate life satisfaction. The Life Satisfaction Barometer is defined on the SEI-YV as "feeling happy overall and finding joy in yourself, others, and life in general." Three EI competencies contributed to this barometer: Exercise Optimism (EOP), Pursue Noble Goals (PNG), and Enhance Emotional Literacy (EEL). The majority of students at both schools had scores in the average range (85 to 115) on the EEL competency, indicating that they were

developing emotional literacy. The majority of students also had scores in the average range on the EOP and PNG EI competencies as measured by the SEI-YV, indicating that they perceived themselves to be developing skills in the higher level EI Composites. An examination of focus-group perceptions revealed that students in the alternate school perceived an awareness of emotions and how they work, but students in the traditional school focused on developing leadership skills rather than emotional literacy competencies. Students from both schools expressed satisfaction with life at their school and in their community. They expressed that EI skills made life better both at school and outside of school.

The weak but positive and statistically significant correlation between the "Personal Achievement" Barometer and English-Language Arts also may reflect a facility with language that allowed students to communicate personal achievement. The Personal Achievement Barometer is defined on the SEI-YV as "doing well in sports, studies, hobbies, and volunteer activities; completing tasks." Three EI competencies comprise the Personal Achievement Barometer: Engage Intrinsic Motivation (EIM), EOP, and PNG. The majority of students at both schools had scores in the average range in all three EI competencies, indicating that they were developing those competencies. Student perceptions from the focus groups indicated an optimism in both the low- and high-EI groups, which was expressed readily by the students. Students from both schools in this study perceived that they were empowered to achieve and expected that teachers, peers, and family members would support their efforts to succeed.

Mayer, Caruso, Perkins, and Salovey (2001) found a statistically significant correlation between Verbal IQ and measures of EI. My study may illuminate these

findings as the STAR English-Language Arts assessment is highly verbal. What may be reflected here is the positive relationship between the SEI-YV barometer measures of EI and the students' facility with verbal fluency as measured by the STAR English-Language Arts achievement test.

Differences in EI Competencies Between Students Diagnosed with Learning Disabilities (LD) and Those Without a Diagnosis of LD

The third research question investigated the difference between students diagnosed with learning disabilities and those without that diagnosis. Elias (2004) suggested the importance of EI competencies, particularly in the areas of adaptability and stress reduction, as an essential tool for students with learning disabilities. Students with learning disabilities often experienced more stress as a result of their social and educational difficulties. Reiff, Hatzes, Bramel, and Gibbon (2001) suggested that EI competencies can be very successful in helping students diagnosed with learning disabilities to adapt to change and reduce stress. Kam, Greenberg, and Kusche (2004) have suggested that EI competencies provided students identified with learning disabilities with protective factors that when present in educational programming counteract the negative impact of special-needs issues.

Analysis by classification of disability was not possible in this study as a result of the relatively small sample size (n = 7). It was not possible to conduct independent-samples t tests because of the small sample size. An examination of the means of the SEI-YV suggested that students in this study had lower scores, on average, on all five Barometers of Health compared with students in the total sample. For the Barometer entitled Good Health (eating healthy food, being active, and feeling fit), means of students diagnosed

with LD were 11 points lower (M = 103.86) than the sample mean (M = 114.34). The

Barometer of Relationship Quality (feeling that you have adults and friends to talk to and

rely on) suggested that students diagnosed with LD had a mean 4.5 points lower (M =

111.86) than the sample mean (M = 115.43). The Life Satisfaction Barometer means

(feeling happy overall and finding joy in yourself, others, and life in general) suggested

that students diagnosed with LD were 10 points (M = 101.14) below the sample mean (M

= 111.48). Personal Achievement means (doing well in sports, studies, hobbies, and

volunteer activities; completing tasks) showed a 5.4 point difference between the students

diagnosed with LD (M = 108.43) and those without that diagnosis (M = 113.84). The

sample Self-Efficacy Barometer mean (doing things in moderation and thinking before

you act; feeling in charge of yourself) was relatively below the other four Barometer

means. Students diagnosed with LD, however, had the lowest mean on this Barometer

(LD M = 91.43; non-LD M = 96.62). This mean is almost one standard deviation below

the average. These findings supported the recommendations of the studies by Elias

(2004), Kam et al. (2004), and Reiff et al. (2001). These findings suggested a need for

more intense training and support in EI competencies for students diagnosed with

learning disabilities. Hatzes (1996) conducted research that supported this finding. In

the Hatzes study, students at the university level who were diagnosed with learning

disabilities, but successful academically, utilized EI skills that allowed them to persist in

spite of the need to work harder to accomplish educational goals. These studies suggest

that enhanced support in the form of EI competencies may help students diagnosed with

LD to become more successful academically. My study concurs with these findings.

Differences in EI as a Result of Pedagogical Approach

The fourth research question investigated differences in pedagogy between the two elementary schools. Independent-samples t tests indicated no statistically significant difference between the two schools on the basis of pedagogy on the STAR achievement tests in English-Language Arts or Mathematics. A statistically significant difference was suggested between the two schools in Science. This result could be attributed to a variety of instructional factors not measured in this study. Independent-samples t tests indicated no statistically significant differences between the two schools SEI-YV results. An examination of means for the SEI-YV revealed that the traditional school had lower averages on six of the eight EI competencies measured by the SEI-YV. Student perceptions reflected the differences in theory underlying the development of EI or SEL programs. EI programs, like Self-Science, are based on the research of Goleman (1995) and Mayer and Salovey (1993). Self-Science views EI as an intellectual ability, in which students use emotional knowledge to inform thinking and decision making. Students in this study in the alternate school perceived EI competencies to be abilities that can be applied to solve a problem, make a friend, work in a group, or do well on a test. SEL programs, similar to the one implemented in the traditional school in this study, are based on the research of Bar-On (2000) who utilized factor analysis to define the characteristics of EI. SEL programs, based on this research, have been created to help children develop those desirable characteristics. Students in the traditional school in this study perceived SEL competencies as a pathway to leadership and good citizenship. Mayer and Salovey (1990) theorized EI as an intelligence; students at the alternate school demonstrated the ability to use EI competencies in their thinking and judgment. Bar-On (1997) theorized

EI as a trait characteristic. Students at the traditional school demonstrated traits that allowed them to become leaders and good citizens. The two schools in this study illustrated the theoretical differences between a program designed to teach EI competencies and one designed to develop SEL traits.

Student Perceptions of EI Competencies

The second research question yielded rich data through Consensual Qualitative Research (CQR) procedures from student perceptions about EI. Student perceptions were coded into themes by the researcher and two other raters In the first theme, students in the alternate school evidenced intrinsic motivation as a result of the emphasis of the Self-Science curriculum on self-awareness and self-management. Students at the alternate school perceived that as EI competencies became more automatic, their ability to apply them and reflect on their application increased. In contrast, students in the traditional school evidenced extrinsic motivation, striving to be good citizens and leaders of the school. In the second theme, students in the low-EI focus groups were not as comfortable with the process of EI competencies, but evidenced beginning stages of the acquisition of EI. Students in the high-EI groups were able to reflect on emotions, discuss their application and apply those changes in various contexts. In the third theme, students in both high-EI focus groups and low-EI focus groups perceived the need to have adults model EI competencies and the need to practice, make mistakes, and reflect on developing EI competencies. In the final theme, students in the high- and low-EI focus groups perceived that EI-SEL competencies led to success inside and outside of school. Table 14 describes the relationship of these themes to the Six Seconds model of EI.

Table 14

Relationship of Themes to 6 Seconds EI Model

6 Seconds Model	Themes

Know Yourself
    Enhance Emotional Literacy (EEL)
    Recognize Patterns (RCP)
	Theme 1: Students in the **Self-Science EI** program demonstrated emotional literacy; students in the **traditional SEL** program relied on external verification and validation.
	Theme 2: The differences between high-EI groups and low-EI groups. **High-EI** groups demonstrated awareness of emotional processing, reflected on, and applied EI competencies; **Low-EI** groups evidenced a beginning awareness of emotions, utilized rules in processing, and processed emotions carefully. Students in the high-EI groups readily recognized patterns of thinking, feeling and behaving; students in the low-EI groups struggled to understand their emotional patterns.

Choose Yourself
    Navigate Emotions (NVE)
    Apply Consequential Thinking (ACT)
    Engage Intrinsic Motivation (EIM)
    Exercise Optimism (EOP)
	Theme 2: Students in the **high-EI** groups understood patterns of behavior, were able to navigate emotions, demonstrated optimism, and displayed an intrinsic motivation. Students in the **low-EI** groups were optimistic, and were learning to understand patterns, navigate emotions and developing a sense of intrinsic motivation.
	Theme 3: All students evidenced the perception that practice, the opportunity for discussion, a safe context in which to make mistakes, and adults to model EI competencies as well as coach students to success allowed for development of EI competencies.

Table continues

Table 14 Continued

6 Seconds Model	Themes

Give Yourself
    Increase Empathy (ICE)
    Pursue Noble Goals (PNG)
	Theme 3: Modeling and practice develop a sense of connection and efficacy. Students appreciated the opportunity to make mistakes in the process of learning EI-SEL competencies.
	Theme 4: All students evidenced a strong connection to their schools and the wider community. Students demonstrated a sense of empathy and caring for others and used this to manage social relationships.

In the first theme, a difference in motivation was demonstrated by students in the two elementary schools. Differences between the two curriculum approaches were emphasized by student perceptions. Students taught through the Self-Science curriculum perceived that they can use EI skills to effect change; these students demonstrated intrinsic motivation. Students taught through a traditional SEL curriculum perceived that they must follow certain rules to attain leadership, citizenship, and success. Students in the traditional school perceived themselves as developing leadership roles that would bring positive interactions with other students and acclaim from teachers and peers.

Intrinsic motivation is the most effective type of motivation (Seligman, 1995). Utilizing this theoretical viewpoint, one could predict that students at the alternate school would persevere until success was achieved. Students at the traditional school might fade out their behavior as the external components and rewards in the environment changed. External differences might affect student success for the students from the traditional program in middle school; results of this study suggested that students from the alternate

school would continue to be successful as their external environment changed in middle school.

The second theme suggested that students perceived EI as a set of teachable competencies. In this study, students who were less skilled (low EI) in EI utilized the rules and processed EI competencies carefully. Students who were more skilled (high EI) in EI competencies were able to apply those competencies effectively and teach others to utilize them as well. EI appeared as a set of teachable skills in this study. Students with more experience functioned at a higher level, as measured by the SEI-YV. Student comments reflected the successes and failures they had experienced in acquiring and practicing EI skills. Student comments clarified the value they perceived for EI-SEL competencies and the positive effects the development of those competencies has had on their classroom, school, and community.

Recent research suggested that EI competencies are a teachable resource. Freedman (2003) reported that students who received 6 weeks of instruction in EI followed by assessment with the EQ-i:YV, developed by Bar-on (1997), were better able to understand and express themselves, to understand and relate with others, to manage and control their emotions, and to adapt to their immediate school environment. In the pilot study of the Self-Science program, conducted by Jensen (2001), students and teachers involved reported the same SEL improvements as well as student academic performance improvement.

The third theme reflected student perceptions that EI and SEL competencies can sometimes be difficult to learn and apply. Students commented that they sometimes made mistakes in using EI competencies and needed numerous opportunities to practice,

discuss, and evaluate EI skills as they learned them. Research supported these student perceptions; the *Social Decision-Making/Social Problem Solving Curriculum,* developed for academic, social, and emotional learning for elementary school students, incorporates modeling, reflection, and practice into its curriculum (Elias & Bruene Butler, 2005). Other CASEL-approved (2003, 2006) EI elementary-school curricula have incorporated time for reflection and practice. Creating EI neural pathways requires repetition and reflection in order to rewire the brain and create changes in its structures (Jensen, 2004; 2005). Students in this study perceived that each student must have the opportunity to practice EI competencies and to reflect on their utility and relationship to success.

The final theme in this study described student perceptions of social and academic success both inside and outside of school. Numerous studies echo these student perceptions of social and academic success as a result of SEL programs that teach EI competencies (Durlak & Weissberg, 2005). CASEL (2006) has completed extensive SEL program evaluation in a large number of schools in the United States and has endorsed many SEL programs for improving academic performance, as well as allowing each child to grow in an atmosphere of caring and respect. Payton et al. (2000) suggested that schools with effective, whole-of-school EI-SEL programs that are implemented with integrity positively effect academic achievement. Hoy and Hannum (1997) and Brown et al. (2003) found that positive school health and climate were associated with academic achievement. Figure 3 describes student perceptions about the relationships between EI competencies.

```
┌──────────────┐                                    ┌──────────────┐
│  Theme 1     │                                    │  Theme 1     │
│  SEL         │                                    │  EI Intrinsic│
│  Extrinsic   │                                    │  Motivation  │
│  Motivation  │                                    │              │
└──────────────┘        ┌──────────────────┐        └──────────────┘
                        │    Theme 4       │
                        │                  │
                        │ Success Inside and│
                        │ Outside of School │
                        └──────────────────┘         ┌──────────────────┐
     ┌──────────────┐                                │   Theme 2        │
     │  Theme 2     │                                │   EI Competencies│
     │  Low EI      │                                │   High EI        │
     │  Figure out  │                                │   Articulate,    │
     │  Rules       │                                │   Reflect,       │
     │  and Processes│         ┌──────────────┐      │   and Process    │
     └──────────────┘         │   Theme 3    │      └──────────────────┘
                              │ Need to Practice│
                              │ Model, Make     │
                              │ Mistakes, and   │
                              │ Reflect         │
                              └──────────────┘
```
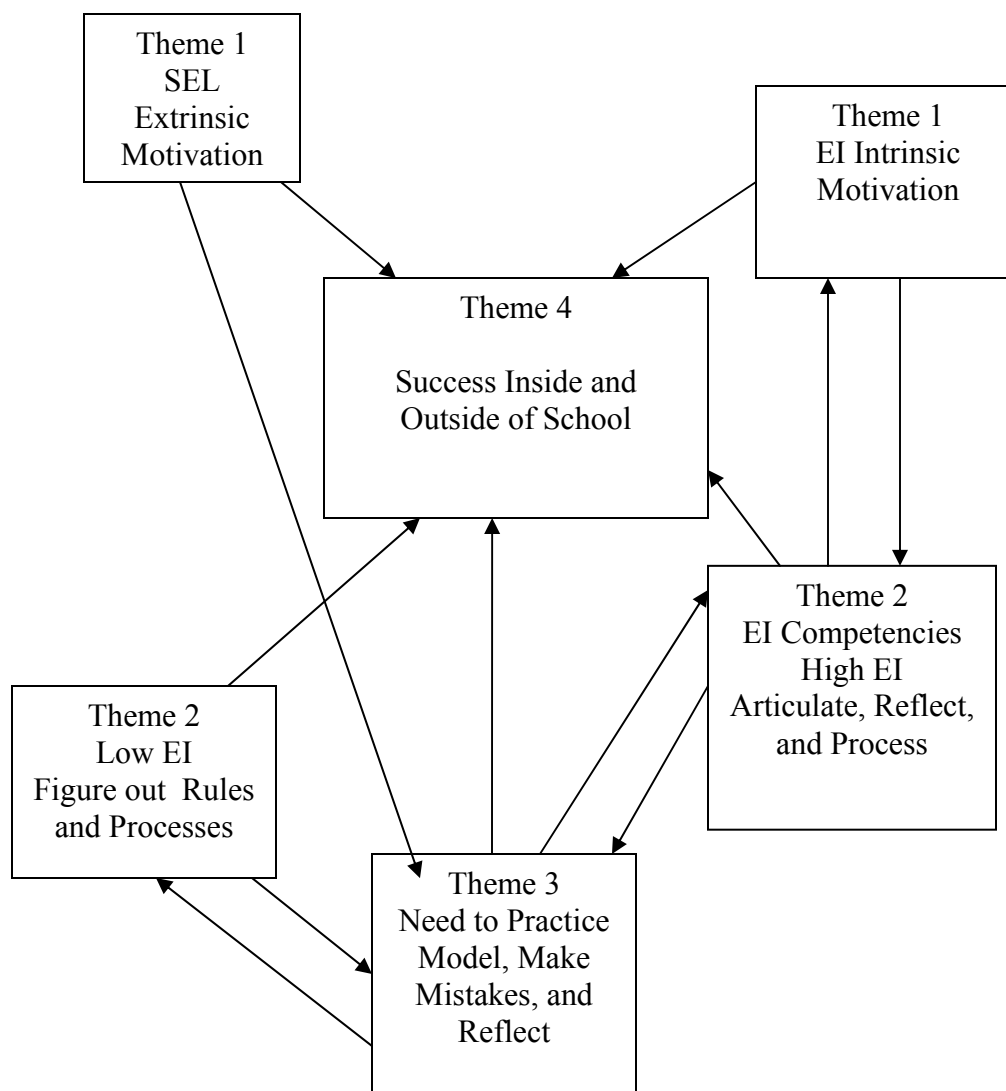
Figure 3. Relationships Between Student Perceptions of EI

The Self-Science program, implemented in the alternate school, was designed to foster

EI skills and competencies that help children to work in groups, communicate effectively,

name and navigate emotions, and step back from situations that get in the way of working

and learning (Jensen & Freeman, 2007). The results of the Jensen (2001) pilot study

suggested that students taught EI through the Self-Science program developed EI competencies intrinsically and applied them to numerous situations, improving academic and social performance (Jensen, 2001). Students in the alternate school perceived that emotions are "catching," echoing Daniel Goleman's (2006) recent research in social intelligence. In the book, *Social Intelligence,* Goleman contended that individuals are designed for sociability, constantly engaged in a "neural ballet" that connects one another, brain to brain, with those around them. Students in the alternate school frequently expressed this perception in focus-group discussions. They articulated the perception that emotions change thoughts and choices change emotions.

Research suggested that comprehensive SEL programs help children to become good problem-solvers, take responsibility for their health and well-being, improve learning, and develop effective social relationships (Elias & Arnold, 2006). Each elementary school in this study exemplified a healthy school climate and a well-managed school that provided effective models for EI competencies and allowed students to perceive they were safe, able to take risks, and develop EI competencies.

<div align="center">Implications for Educational Practice</div>

EI-SEL programming can help schools become more effective at guiding children toward becoming literate, responsible, nonviolent, drug-free, and caring adults (Grossman et al., 1997; Hirschstein et al., 2007; Olweus, 1993). If schools teach EI competencies at the elementary-school level, allowing students to learn to know themselves and others, make responsible decisions, care for others, and understand how to act, students will integrate these principles into their everyday lives. Schools will become more caring places, children will take risks and make mistakes in order to learn,

and academic achievement will improve in later grades (DiPerna & Elliott, 2000; Elias et al., 2002; Wentzel, 1998). Student perceptions in this study concurred with these findings.

EI-SEL activities must be linked with other school activities. All students in a school benefit from being taught and given opportunities to practice age-appropriate conflict resolution (Haynes, Norris, & Comer, 1996; Lantieri, 2003). Students need support and coping strategies for life's difficulties so that stress is not able to shut down cognitive capabilities and reduce learning capabilites (Damasio, 1994; Ledoux, 1994). Students' perceptions and comments in this study reflected a language with which to discuss difficulties and described conflict resolution tools that allowed them to perceive that they could affect change in their schools, classrooms, and communities.

Schools should practice community service to build empathy. Seligman (1995) has posited that the development of empathy is the first step to the successful management of emotions and development of prosocial behavior. Research evidence has indicated a direct and moderately strong correlation between students' prosocial behavior and their academic achievement measured by grades, standardized test performance, or both (Caprara et al., 2000; Diperna & Elliott, 2000; Eisenberg et al., 1995; Wentzel, 1993). Other research (Hastings et al., 2000) supported the conclusion that prosocial skills predict future academic achievement. Students in the current study were encouraged, through their EI-SEL curriculum, to develop empathy, manage emotions, and relationships and to develop EI competencies that nurture good relationships. Academic achievement in both schools was high, as measured by the STAR achievement tests.

Schools should involve parents in developing EI-SEL competencies to combat the effects of mass culture in the United States (Pipher, 2006). Studies show that parent involvement increases the likelihood that students will practice EI-SEL competencies and apply them in multiple settings (Weissberg & Utne O'Brien, 2004). Parent support is necessary for the success of any elementary-school program, but it is essential to ensure that EI-SEL competencies are experienced by the entire school community (Henderson & Mapp, 2002). In the schools in this study, parents participated regularly in school activities involving EI, held parent workshops about EI, incorporated monthly EI themes into Parent-Teacher Council meetings, and developed a language that allowed them to discuss and practice EI concepts with their children.

Finally, EI-SEL skills should be built gradually and systematically. Research shows that it takes 2 to 3 years for staff and faculty to become competent with a new EI-SEL program (Durlak & Weissberg, 2005). One conclusion from their extensive meta-analysis is that EI-SEL competency training should be linked to language literacy, instruction in mathematics and science, history and current culture, health and physical education, and the performing arts. Modeling the link between EI competencies and academic subjects aids students in developing those EI competencies. Both elementary schools in this study connected EI competency acquisition to literature, writing assignments, and the performance arts.

I found evidence that EI-SEL educational programming teaches children to become emotionally literate. Developing the EI competencies of naming and navigating emotions allows students to use emotional meaning to focus attention and create meaning from their interactions (Bar-On, 1997; Mayer, Caruso, & Salovey, 1997). In my study, student

perceptions and comments revealed that Self-Science lessons helped children develop control over their emotions, allowing them to utilize emotional cues to choose behavioral responses that lead to success socially and academically. EI competencies developed through the Self-Science program allowed children to circumvent the problems uncovered in LeDoux's research (1992, 1994) and develop understanding of their emotional data. Students reported that encouraging emotional memory to become a part of their conscious processing allowed them to understand emotions and utilize EI cues to guide rational thinking.

One discrepancy emerged in this study between the measurement of Self-efficacy on the SEI-YV and student perceptions of their own Self-Efficacy. Student perceptions indicated that they believed they were very much in control of their own destiny and possessed the capabilities to change their classrooms, their school, and their communities. Scores on the SEI-YV indicated a relative weakness in Self-efficacy for all the students in the study, particularly those diagnosed with LD. Further investigation of this discrepancy is recommended.

<div align="center">Recommendations for Future Research</div>

Further study is needed to investigate whether students' perceptions of emotional intelligence competencies in the classroom are related to academic achievement. Studies that use qualitative methodology and focus groups can provide multiple perspectives from students, parents, teachers, and administrators to aid understanding of student perceptions of EI and the relationship of those perceptions to academic achievement (Yeh, Pituc, Kim, & Atkins, 2008). Such studies should include an investigation of the EI processing methods used by students, assuring that the importance of the interaction

between the brain's executive and emotional centers is well understood by all educators, parents, and students alike. This understanding of the brain's role in learning, combined with an increase in academic success convinces school boards to implement EI-SEL programs in their schools. The administrators, teachers, and students in those schools, like the schools in this study, can then begin to create a school climate that is balanced in emphasis and conducive to learning socially and academically. The school board in the community where the two elementary schools were located regularly invites the principals of the two schools to speak to outside groups and other schools about Emotional Intelligence and its value for students and the community. EI was valued in this educated community from the highest level of administration. Further research is needed to convince other school boards and other communities of the value of EI-SEL programming in relation to academic achievement.

In addition, future studies could investigate elementary schools from more diverse environments. It would be important to learn how the implementation of a curriculum like Self-Science contributes to academic achievement in public schools with a more diverse student population. James Comer's School Development Program (SDP), implemented in the New Haven public schools in the 1960s and 1970s, was lauded by Daniel Goleman as an SEL program that provided a model for inner-city schools. Research has shown this program to be effective in improving academic success (Haynes, 1994). Self-Science and the SDP appear to reflect the difference between a curriculum based on EI as an intelligence and a curriculum based on EI as a trait. Future research might focus on the theoretical differences and investigate the effectiveness of Self-Science in an inner-city public school setting.

It is recommended that future studies pay more specific attention to the components of school organizational health, such as support from the administration, readily available materials, and the opportunity to build bridges with parents and community. Studies (Brown et al., 2003; Hoy & Hannum, 1997) have suggested that school performance is closely related to school climate. Inner-city schools present many more concerns in this area. Results of this study suggest that future research might investigate the Self-Science curriculum as a way to improve inner city school climate and positively affect student achievement.

It is recommended that the students of this study would be excellent subjects for a longitudinal investigation. How do students from these elementary schools fare in middle and high school? Do they utilize EI-SEL competencies to help them achieve academic success? Are they leaders in their schools? Are they able to sustain their EI competencies in the absence of systemic programs to promote those competencies and with classmates without their early EI training? Qualitative and quantitative measures of the students' EI and academic achievement would add to the literature investigating the importance and value of EI-SEL programs in elementary schools. One study might involve interviews with students about what EI competencies were useful in the transition from elementary to middle school.

It is recommended that future studies include assessment of teachers' EI. Research on teachers' EI proposes many unanswered questions. Do teachers trained in EI influence students' academic achievement through their instructional strategies? Do teachers who score as highly emotionally intelligent on standardized measures of EI influence students to become highly emotionally intelligent as well? Do highly emotionally intelligent

teachers have more influence on their students' social and emotional intelligence than teachers who score lower in EI competencies? Do highly emotionally-intelligent teachers and highly emotionally-intelligent students in the same classroom combine EI competencies to foster higher academic achievement? Future studies might compare teachers' EI competencies with those of their students and with other teachers and their students. These future studies would illuminate the role of the teacher in facilitating students' emotional-intelligence capabilities.

Future studies might investigate the advantages of parent education and inclusion in EI-SEL programs in public schools. Do parents who are trained in EI competencies positively influence their children's social and emotional learning? Do parents who score higher in EI competencies positively influence their children's academic achievement? Consensual Qualitative Research (CQR) methods might be used to interview parents and understand the perceptions the parents hold about EI and their children's social and emotional learning.

Future studies might investigate the value of EI competencies as protective factors for students diagnosed with learning disabilities (LD), using a larger sample of students. CQR methodology is recommended to enlighten educators about the value of intensifying EI interventions for LD students and the relationship of EI competencies to academic success for these students.

<div align="center">Summary</div>

Empirical research focused on the Self-Science curriculum in elementary schools is almost nonexistent. Results of a pilot study suggested that Self-Science made a positive impact on academic achievement (Jensen, 2001). This study built on that qualitative

review of a Self-Science program and added to the literature investigating the relationship between EI and academic achievement.

A review of the research suggested that children in the 21st century frequently are disconnected from friends and family, experience rapid social change as the norm, and are exposed to media and sports stars who do not model appropriate social behavior (Achenbach & Howell, 1993; Center for Disease Control, 2003; Pipher, 2006). In such a context, educators need to recognize the human need for developing social and emotional skills (Elias, 2004; Freedman, 2007). In this study, EI appears to be a competency that, when well-developed and well-employed, has wide-ranging benefits for learning, relationships, and wellness. Results of research have suggested that children who develop strong emotional intelligence abilities are more likely to experience life satisfaction and happiness with friendships, family, and romantic relationships (Bluestein, 2001; Goleman, 1995; Freedman, 2007). Research results have validated the relationship between high emotional intelligence and academic achievement (Weissberg & Utne O'Brien, 2004; Zins, Bloodworth, Weissberg, & Walberg, 2004). Student comments and perceptions in the current study reflected positive perceptions of relationship, academic, and life satisfaction from elementary-school children growing up in the context of the larger US culture.

My study corroborated that healthy classroom environments can encourage children to develop emotional awareness and manage negative or destructive emotions. Children in this study perceived that they had a choice in managing and navigating emotions and expressed that this choice, combined with the ability to understand other people's feelings, made school a comfortable and welcoming place to be. Results of educational

research have suggested that children who do not perceive themselves to be valued, worthwhile, and accepted in the classroom have a poorer chance of succeeding academically than students who perceive that they are welcomed and understood by their teachers and classmates (Bluestein, 2001; Levine, 1990; Vail, 1987).

Research results have contended that human beings are social creatures who are unable to think logically or rationally without filtering incoming information through the emotional or judgmental filters in the brain (Damasio, 1994; Goleman, 2006; LeDoux, 1994). The circuitry that runs between the brain's executive centers in the prefrontal lobes and the brain's limbic system that governs feelings, impulses, and drives is activated each time the thought process occurs. Scientists are beginning to understand that feelings about a problem to be solved are as important as thoughts about that problem. The truth is that people cannot think logically or rationally without integrating emotional input from the amygdala or emotional center of the brain. Powerful emotions have an evolutionary precedent to help the organism by overriding the neocortex and flooding the body with hormones intended to allow survival. Negative emotions have a particular ability to disrupt work and hijack attention from the task at hand. Further, stress hormones that are secreted when a person is upset take hours to become reabsorbed in the body and fade away, resulting in the body experiencing difficulty calming itself. My study has shown that students perceived benefit from knowing how they perceive thoughts and emotions in order to process information, manage their emotions, and utilize emotional data to make sound decisions. Students in this study perceived that emotional literacy and the ability to navigate emotions allowed them to manage and let go of emotional situations that interfere with learning. Current research on the benefits of EI

supports that perception (Bradberry & Greaves, 2005; Cross et al., 2003; Horsman, 2004; Pipher, 1996; Zins et al., 2004).

Petrides, Frederickson, and Furnham (2004) suggested that specific aspects of emotional intelligence may serve to mediate and thus dampen the effects of academic pressures for students at risk. Academic success has been shown to be associated with several dimensions of emotional intelligence: interpersonal competency, adaptability, and stress-management abilities (Parker et al., 2004). Students in high-EI groups in this study perceived themselves capable of managing emotional triggers for stress and taking responsibility for their own learning.

Elias (2004) suggested that students diagnosed with learning disabilities often have difficulty with these competencies and benefit from EI competency training. Students diagnosed with learning disabilities in this study performed, on average, below the average for the study sample on all five Barometers of Health. Even with a strong EI-SEL program, students with learning disabilities struggle with the extra stress caused by these disabilities. Studies have suggested that these students are at greater risk for anxiety and depression (Reiff et al., 2001) and that students diagnosed with learning disabilities have a greater need for protective factors (Kam et al., 2004). Petrides et al. (2004) concluded that high EI competency may serve to mediate the effects of associated stressors. Reducing the effect of associated stressors may be important for students at risk and may mark the difference between acceptable and unacceptable academic performance. Results from this study indicated that students diagnosed with learning disabilities evidenced stressors that lowered scores on all five Barometers of Health as measured by the SEI-YV. Further research is needed in this area to understand this

relationship between EI competencies and protective factors for LD students. It is hypothesized that an intensive support system utilizing EI competences would improve social and academic outcomes for LD students.

Recent research has reported that Emotional Intelligence skills may embody a missing element in educational success (Elias, 2004). Through his extensive work with middle-school students in New Jersey, Elias (2004) has defined EI as a set of abilities that helps humans get along in life with other people in all kinds of life situations. Student commentary in this study supported Elias' work with EI. Students in this study perceived that EI competencies allow them to be more successful, both inside and outside of school. Students in this study also perceived a responsibility to mentor each other and to teach other students, peers, and family members about the benefits of EI competencies. They perceived themselves capable in this role.

As a school psychologist for more than 20 years in a variety of public and private schools in the US and the UK, I am aware of the value of EI and SEL programming as a foundation for friendship skills, problem solving, and decision-making competencies. Children who lack these skills have the most difficult time with peers and teachers in their everyday lives and are the most likely to be referred to my office. Over the years, I have observed that programs that are proactive in teaching these skills pave the way for children to focus attention on the learning tasks at hand. As a result, I have been a strong advocate of Social and Emotional Learning Programs in my work through the years.

I believe that evidence from this study confirms that it is time to consider EI in the schools. Social and emotional development is central to our children's success in school and in life. Schools that implement social and emotional curricula that teach EI

competencies as a systemic solution are more likely to promote children's achievement in the present and secure their success for the future. Elementary-school years may be the critical time to implement these programs.

REFERENCES

Achenbach, R., & Howell, C. (1993). Are America's children's problems getting worse? A 13-year comparison. *Journal of the American Academy of Child and Adolescent Psychiatry, 32*, 1145-1154.

Achenbach, T.M., Dumenci, L., & Rescorla, L.A. (2003). Are American children's problems still getting worse? A 23-year comparison. *Journal of Abnormal Child Psychology, 31*, 1-11.

Achenbach, T.M., Howell, Quay, & Conners (1991). *Manual for Child Behavior Checklist 4 – 18 and 1991 Profile.* Burlington, VT: University of Vermont Department of Psychiatry.

Adelman, H.S., & Taylor, L. (2000). Moving prevention from the fringes into the fabric of school improvement. *Journal of Education and Psychological Consultation, 11*, 7-36.

American Psychological Association. (2002). *Ethical principals of psychologists and code of conduct.* Retrieved June 3, 2006, from www.apa.org.

Bar-On, R. (1997). *Bar-On emotional quotient inventory: A measure of emotional intelligence.* Toronto, Ontario, Canada: Multi-Health Systems.

Bar-On, R. (2000). Emotional and social intelligence: Insights from the Emotional Quotient Inventory (EQ-i). In R. Bar-On & J.D.A. Parker (Eds.), *Handbook of Emotional Intelligence* (pp. 363-388). San Francisco: Jossey-Bass.

Bechara, A., Damasio, A.R., Damasio, H., & Anderson, S. (1994). Insensitivity to future consequences following damage to human prefrontal cortex. *Cognition, 50,* 7-12.

Bencivenga, A.S., & Elias, M.J. (2003). Leading schools of excellence in academics, character, and social-emotional development. *NASSP Bulletin, 87*, 60-72.

Benson, P.l., Scales, P.C., & Roehlkepartain, E.C. (1999). *A fragile foundation: The state of developmental assets among American youth.* Minneapolis, MN: Search Institute.

Bluestein, J. (2001). *Creating emotionally safe schools: A guide for educators and parents.* Deerfield Beach, FL: Health Communications, Inc.

Blum, R.W. (2005). A case for school connectedness. *Educational Leadership, 62,* 16-20.

Boyatzis, R.E., Leonard, D., Rhee, K., & Wheeler, J.V. (1996). Competencies can be developed, but not in the way we thought. *Capability, 2,* 25-41.

Boyatzis R E., Goleman, D., & Rhee, K.S. (2000). Clustering competence in emotional intelligence: Insights from the Emotional Competence Inventory. In R. Bar-On and J.D.A. Parker (Eds.), *Handbook of emotional intelligence* (pp. 343-362). San Francisco: Jossey-Bass.

Boyatzis, R.E., Stubbs, E.C., & Taylor, S.N. (2002, December). Learning cognitive and emotional intelligence competencies through graduate management education. *Academy of Management Learning and Education, 1,* 150-163.

Bradberry, T., & Greaves, J. (2005). *The emotional intelligence quick book: Everything you need to know to put your EQ to work.* New York: Simon & Schuster.

Brackett, M.A., & Mayer, J.D. (2003). Convergent, discriminant, and incremental validity of competing measures of emotional intelligence. *Personality and Social Psychology Bulletin, 29,* 1-12.

Brown, D.F. (2005). The significance of congruent communication in effective classroom management. *Clearing House: A Journal of Educational Strategies, Issues and Ideas, 79,* 12-14.

Brown, K.M., Roney, K., & Anfara, V.A. (2003). Organizational health directly influences student performance at the middle level. *Middle School Journal, 34,* 5-15.

California State Board of Education. (2004). Retrieved July 30, 2007, from http://www.starcde.ca.gov/star2004/help

Caprara, G.V., Barbaranelli, C.P., Bandura, A., & Zimbardo, P.G. (2000). Prosocial foundations of children's academic achievement. *Psychological Science, 11,* 302-306.

Caruso, D.R. (2004). Comment on R.J. Emmerling and D.Goleman, *Emotional intelligence: Issues and common misunderstandings.* Retrieved April 4, 2007, from http://www.eiconsortium.org

Catalano, R.F., Mazza, J.J., Harachi, T.W., Abbott, R.D., Haggerty, K.P., & Fleming, C.B. (2003). Raising healthy children through enhancing social development in elementary school: Results after 1.5 years. *Journal of School Psychology, 41,* 143-164.

Cauce, A.M., Comer, J.P., & Schwartz, B.A. (1987). Long-term effects of a system-oriented school prevention program. *Journal of Orthopsychiatry, 57,*

127-131.

Center for Disease Control. (2003). *Reducing risky behavior in youth.* Retrieved
     November 15, 1007, http://www.cdc.gov

Collaborative for Academic, Social and Emotional Learning (CASEL). (2003).
     *Safe and sound: An educational leader's guide to evidence-based social and
     emotional learning(SEL) programs.* Chicago, IL: CASEL.

Collaborative for Academic, Social and Emotional Learning (CASEL). (2006).
     Sustainable Schoolwide Social and Emotional Learning (SEL). Chicago,
     IL: CASEL.

Committee for Children. (2001). Steps to respect: A bullying prevention
     program. Retrieved May 10, 2007, from http://www.cfchildren.org

Cross, D., Pintoba, Y., Hall, M., Hamilton, G., Erceg, E., & Roberts, C. (2003).
     The friendly schools project: An empirically grounded school-based bullying
     prevention program. *Australian Journal of Guidance and Counseling, 13,*
     36-47.

Damasio, A. (1994). *Descartes' error: Emotion, reason, and the human brain.* London:
     Penguin Books.

Dewey, J. (1958) *Experience and nature.* New.York: Dover Publications.

DiPerna, J.C., & Elliott, S.N. (1999). Development and validation of the Academic
     Competence Evaluation Scales. *Journal of Psychoeducational Assessment, 17,*
     207-225.

DiPerna, J.C., & Elliott, S.N. (2000). *ACES: The academic competence evaluation
     scales.* San Antonio, TX: Psychological Corporation.

Durlak, J.A., & Weissberg, R.P. (2005, August). *A major meta-analysis of positive youth
     development programs.* Invited presentation at the Annual Meeting of the American
     Psychological Association, Washington, DC.

Eisenberg, N., Carlo, G., Murphy, B., & Van Court, P. (1995). Prosocial
     development in late adolescence: A longitudinal study. *Child Development, 66,*
     1179-1197.

Elias, M.J. (2001). Easing transitions with social-emotional learning. *Principal
     Leadership, 1*, 20-25.

Elias, M.J. (2004). The connection between social-emotional learning and learning
     disabilities: Implications for intervention. *Learning Disability Quarterly, 27,*

53-63.

Elias, M.J. (2005). *Social decision making/Social Problem Solving.* Champagne,
    IL: Research Press.

Elias, M.J., & Arnold, J. (Eds.). (2006). *The educator's guide to emotional intelligence
    and academic achievement.* Thousand Oaks, CA: Corwin Press.

Elias, M.J., Arnold, H., & Hussey, C.S. (2003). "EQ, IQ, and effective learning and
    citizenship. In M.J. Elias, H. Arnold, & C.S. Hussey (Eds.), *EQ + IQ = best
    practices for caring and successful schools* (pp. 3 – 10). Thousand Oaks, CA:
    Corwin Press.

Elias, M.J., & Bruene Butler, L. (2005). *Social decision making-social problem solving:
    A curriculum for academic, social, and emotional learning.* Champagne, IL:
    Research Press.

Elias, M.J., Wang, M.C., Weissberg, R.P., Zins, J.E., & Walberg, H.J. (2002).
    The other side of the report card: Student success depends on more than test scores.
    American School Boards Journal, 189, 28-31.

Elias, M.J., Zins, J.E., Weissberg, R.P. Frey, K.S., Greenberg, M.T., Haynes, N. M.,
    Kessler, R., Schwab-Stone, M.E., & Shriver, T.P. (1997). *Promoting
    social and emotional learning: Guidelines for educators.* Alexandria, VA:
    Association for Supervision and Curriculum Development.

Emerling, R.J., & Goleman, D. (2003). Emotional intelligence: Issues and common
    misunderstandings. *Issues in Emotional Intelligence.* Retrieved April 3, 2007,
    from http://www.eisonsortium.org

Fiedeldey-VanDijk. C., & Jensen, A. (2007). *Six seconds emotional intelligence
    Assessment youth version (SEI-YV) – technical manual.* San Francisco:
    Six Seconds.

Freedman, J. (2003). Key lessons from 35 years of social-emotional education: How
    Self-science builds self-awareness, positive relationships, and healthy decision-
    making. *Perspectives in Education, 21,* 69-80.

Freedman, J. (2006). Constructive emotions: Why anger and fear are your friends.
    Retrieved Sept. 14, 2006, from http://www.6Seconds.org.

Freedman, J. (2007). Special advice for dads. *At the heart of leadership: How to
    get results with emotional intelligence.* Retrieved January 14, 2008, from
    http://www.6Seconds.org

Goleman, D. (1995). *Emotional Intelligence: Why it can matter more than IQ.*

New York: Bantam Books.

Goleman, D. (1998). *Working with Emotional Intelligence.* New York: Bantam Books.

Goleman, D. (2006). *Social Intelligence: The new science of human relationships.* New York: Bantam Books.

Goleman, D., Boyatzis, R., & McKee, A. (2002). *Primal leadership: Learning to lead with emotional intelligence.* Boston: Harvard Business Schools Press.

Gottfredson, D.C. (2000, August). *School climate, population characteristics, and program quality.* Paper presented at the Annual Meeting of the American Psychological Association, Washington, DC.

Gottfredson, G.D., Gottfredson, D.C., Czeh, E.R., Cantor, D., Crosse, S.B., & Hantman, I. (2000). *National study of delinquency prevention in schools.* Ellicott City, MD: Gottfredson Associates, Inc.

Greenberg, M.T., Kusche, C.A., Cook, E.T., & Quamma, J.P. (1995). Promoting emotional competence in school-age children: The effects of the PATHS curriculum. *Development and Psychology, 7,* 117-136.

Gresham, F.M., & Elliott, S.N. (1991). *The Social Skills Rating System.* Circle Pines, MN: American Guidance Service.

Grossman, D.C., Neckerman, H.J., Koepsell, T.D., Liu, P.Y., Asher, K. N., Beland, K., Frey, K., & Rivara, F.P. (1997). Effectiveness of a violence prevention curriculum among children in elementary school. A randomized controlled trial. *Journal of the American Medical Association, 20,* 1605–1611.

Hastings, P.D., Zahn-Waxler, C., Robinson, J., Usher, B., & Bridges, D. (2000). The development of concern for others in children with behavior problems. *Developmental Psychology, 36,* 531-546.

Hatzes, N. M. (1996). Factors contributing to the academic outcomes of university Students with learning disabilities (Doctoral dissertation, University of Connecticut, 1996). *Dissertation Abstracts International,* AAT9717515.

Hawkins, J.D., Lishner, D.M., Catalano, R.F., & Howard, M.O. (1986). Childhood predictors of adolescent substance abuse: Toward an empirically grounded theory. *Journal of Children in Contemporary society, 18,* 11-48.

Haynes, N.M. (1994). *School development program SDP research momograph.* New Haven, CT: Yale University Child Study Center.

Haynes, N.M., & Comer, J.P. (1990). The effects of a school development program on

self-concept. *Yale Journal of Biology and Medicine, 63,* 275-283.

Haynes, N.M., Norris, M., & Comer, J.P. (1996). Integrating schools, families, and communities through successful school reform: The school development program. *School Psychology Review, 25*, 501-506.

Henderson, A.T., & Mapp, K.L. (2002). *A New Wave of Evidence: The impact of school, family and community connections on student achievement.* Austin TX: Southwest Educational Development Laboratory. Retrieved September 14, 2006, from http://www.sedl.org/pubs/catalog/items/fam33.html

Hill, C.E., Thompson, B.J., Hess, S.A., Knox, S., Williams, E.N., & Ladany, N. (2005). Consensual qualitative research: An update. *Journal of Counseling Psychology, 52,* 196-205.

Hirschstein, M.K., Edstrom, L.V.S., Frey, K.S., Snell, J.L., & MacKenzie, E.P. (2007). Walking the talk in bullying prevention: teacher implementation variables related to initial impact of the Steps to Respect program. *School Psychology Review, 36.* Retrieved on June 13, 2007, from http://www.find-galegroup.com. ignacio.usfca/edu

Horsman, J. (2000). *Too scared to learn: Women, violence, and education.* Toronto: Mcgilligan Books.

Hoy, W.K., & Hannum, J.W. (1997). Middle school climate: An empirical assessment of organizational health and student achievement. *Educational Administration Quarterly, 33*, 290-311.

Hoy, W.K., Sabo, D., & Barnes, K. (1996, Spring). Organization health and faculty trust: A view from the middle level. *Research in Middle Level Education Quarterly,* 23-41.

Izard, C. Fine, S., Schultz, D., Mostow, A., & Ackerman, B. (2001). Emotion knowledge as a predictor of social behavior and academic competence in children at risk. *Psychological Science, 12,* 18-23.

Izard, C.E., (1971). *The face of emotion.* New York: Appleton-Century-Crofts.

Jensen, A. (2001). *Self-Science: Research results – 2001 pilot study.* Retrieved November 12, 2006, from http://www.6Seconds.org

Jensen, E. (2004). *Brain compatible strategies.* Thousand Oaks, CA: Corwin Press.

Jensen, E. (2005). *Teaching with the brain in mind.* Alexandria, VA: Association for Supervision and Curriculum Development.

Jensen, A., Freedman, J., & Rideout M. (2007). SEI-YV Technical Manual. Retrieved June 5, 2007, from http://www.6Seconds.org.

Juntunen, C.L., Barraclough, D.J., Broneck, C.L., Seibel, G.A., Winrow, S.A., & Morin, P.M. (2001). American Indian perspectives on the career journey. *Journal of Counseling Psychology, 48,* 274-285.

Kam, C.M., Greenberg, M.T., & Kusche C.A., (2004, Summer). Sustained effects of the PATHS curriculum on the social and psychological adjustment of children in special education. *Journal of Emotional and Behavioral Disorders,* 66-78.

Kolb, S., & Hanley-Maxwell, C. (2003). Critical social skills for adolescents with high-incidence disabilities: Parental perspectives. *Exceptional Children, 69,* 163-180.

Kidron, Y., & Fleischman, S. (2006) Promoting adolescents' prosocial behavior. *Educational Leadership, 63,* 90-91.

Lantieri, L. (2003). Waging peace in our schools: The Resolving Conflict Creatively Program. In M.J. Elias, H. Arnold, & Cynthia Steiger Hussey (Eds.). *EQ + IQ = Best leadership practices for caring and successful schools* (pp. 76-89). Thousand Oaks, CA: Corwin Press, Inc.

Learning Disabilities Resource Community. (2007). Learning Disabilities: A New Definition. Retrieved November 13, 2007, from www.ldrc.ca

LeDoux, J. E. (1992). Emotion and the amygdala, In J.P. Aggleton (Ed.), *The amygdala: Neurobiological aspects of emotion, memory, and mental dysfunction (pp. 339-351).* New York: Wiley.

LeDoux, J. (1994). Emotion, memory and the brain. *Scientific American, 270,* 50-57.

Levine, M. (1993). *All Kinds of Minds.* Toronto: Educator's Publishing Service.

Lieberman, M.D., Eisenberger, N.I., Crockett, M.J., Tom, S.M., Pfeifer, J.H., & Way, B.M. (2007). Putting feelings into words: Affect labeling disrupts amygdala activity in response to affective stimuli. *Psychological Science, 18,* 421-423.

Luiselli, J.K. Putnam, R.F. Handler, M.W., & Feinberg, A.F. (2005). Whole-school positive behavior support: Effects on student discipline problems and academic performance. *Educational Psychology, 25,* 183-198.

Malecki, C.K., & Elliott, S.N. (2002). Children's social behaviors as predictors of academic achievement: A longitudinal analysis. *School Psychology Quarterly, 17,* 1 – 23.

Mancuso, J. (1982). *The construing person.* New York: Praeger Publishers.

Mapp, K.L. (2002, April). *Having their say: Parents describe how and why they are involved in their children's education.* Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.

Mayberg, H. (2005). Deep brain stimulation for treatment-resistant depression. *Neuron, 45,* 651-660.

Mayer, J.D., & Salovey, P. (1993). The intelligence of emotional intelligence. I*ntelligence, 17,* 433-42.

Mayer, J.D., & Salovey, P (2004). What is emotional intelligence? In P. Salovey, M.A. Brackett, & J.D. Mayer (Eds.), *Emotional intelligence: Key Readings on the Mayer And Salovey model* (pp. 29-59). Port Chester, NY: Dude Publishing.

Mayer, J.D., Caruso, D.R., & Salovey, P. (1997). Adults are better at emotional intelligence than adolescents. *Emotional Intelligence Meets Traditional Standards for an Intelligence.* Unpublished Manuscript. Published in 1999 in *Intelligence, 27,* 267-298.

Mayer, J.D., Salovey, P., & Caruso, D.R. (2002). *The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT).* Toronto, ON: Multi-Health Systems.

Mayer, J.D., Salovey, P., Caruso, D.R., & Sitarenios, G. (2003). Measuring emotional intelligence with the MSCEIT V2.0. *Emotion, 3,* 97-105.

McClelland, D.C. (1973). Testing for competence rather than intelligence. *American Psychologist, 28,* 1-14.

Nansel, T.R., Overpeck, M.d., Haynie, D.L., Ruan, W.J., & Scheidt, P.C. (2001). Relationships between bullying and violence among US youth. *Archives Of Pediatrics & Adolescent Medicine, 157,* 348-353.

National Center for Family and community Connections to Schools. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement.* Austin, TX: Southwest Educational Development Laboratory.

News distorts youth, reports say. (2001), *Youth Today, 5*.

Olweus, D. (2003). A profile of bullying at school. *Educational Leadership, 60,* 12-17.

Olweus, D. (1993). *Bullying at school: What we know and what we can do.* Oxford, UK: Blackwell Publishers.

Parker, J. (2004). Emotional intelligence and academic success: examining the transition from high school to university. *Personality and Individual Differences, 36,*163-172.

Parker, J.D., Creque, R., Harris, J., Majeski, S.A., Wood, L.M., & Hogan, M.J. (2004). Academic success in high school: Does emotional intelligence matter? *Personality and Individual Differences, 37,* 1321-1330.

Petrides, K.V., Frederickson, N., & Furnham, A. (2004). The role of trait emotional Intelligence in academic performance and deviant behavior at school. *Personality and Individual Differences, 41,* 277-293.

Paulhus, D.L., Lysy, D.C., & Yik, M.S. (1998). Self-Report measures of intelligence: Are they useful as proxy IQ tests? *Journal of Personality, 66,* 525-554.

Payton, J.W., Wardlaw, D.M., Graczyk, P.A., Bloodworth, M.R., Tompsett, C.J., & Weissberg, R.P. (2000). Social and emotional learning: A framework for promoting mental health and reducing risk behavior in children and youth. *Journal of School Health, 70,* 179-185.

Pipher, M. (1996). *The shelter of each other: Rebuilding our families.* New York: Ballantine Books.

Pipher, M. (2006). *Writing to change the world.* New York: Penguin Group.

Reiff, H.B., Hatzes, N.M., Bramel, M., & Gibbon, R. (2001). The relation of LD and gender with emotional intelligence in college students. *Journal of Learning Disabilities, 34,* 66-78.

Riggs, N. R., Greenberg, M.T., Kusche, C.A., & Pentz, M.A. (2006). The mediational role of neurocognition in the behavioral outcomes of a social-emotional prevention program in elementary school students: Effects of the PATHS curriculum. *Prevention Science, 7,* 91-102.

Ringwalt, C., Ennett, S.T., Vincus, A.A. Rohrbach, L.A., & Simons-Rudolph, A. (2004). Who's calling the shots? Decision-makers and the adoption of effective school-based substance use prevention curricula. *Journal of Drug Education, 34,* 19-31.

Saklofske, D.H., Austin, E.J., & Minski, P.S. (2003). Factor structure and validity of a trait emotional intelligence measure. *Personality and Individual Differences, 34,* 707-721.

Salovey, P., & Mayer, J.D., (1990). Emotional intelligence. *Imagination, Cognition, and Personality, 9,* 185-211.

Schaps, E., Battistich, V., & Solomon, D. (1997). School as a caring community: A key to character. In A. Molnar (Ed.), *The construction of children's character* (pp. 127-139). Ninety-sixth yearbook of the National Society for the Study of Education. Chicago: National Society for the Study of Education.

Schaps, E. (2003, April). *The role of supportive school environments in promoting academic success.* Sacramento, CA: California Department of Education Press.

Scherer, M. (1998). The shelter of each other: A conversation with Mary Pipher. *Educational Leadership, 55,* 6-11.

Seligman, M.P. (1995). *The optimistic child: A revolutionary program that safeguards children against depression & builds lifelong resilience.* New York: Houghton Mifflin.

Short, R.J., & Talley, R.C. (1997). Rethinking psychology and the schools: Implications of a recent national policy. *American Psychologist, 52,* 234-40.

Shouse, R.C., & Brinson, K. H. (1995, June). *Sense of community and academic effectiveness in American high schools: Some cautionary, yet promising evidence from NELS: 88.* Paper presented at the annual meeting of the University Council for Educational Administration, Salt Lake City, UT.

Six Seconds. (2005). *Six Seconds Emotional Intelligence Technical Manual.* Retrieved March 1, 2006, from www.6Seconds.org

Solomon, D., Battistich, V., Watson, M., Schaps, E., & Lewis, C. (2000). A six district study of educational change: Direct and mediated effects of the child development project. *Social Psychology of Education, 4*, 3-51.

Sternberg, R., Lautrey, J., & Lubart, T.I. (2002). Where are we in the field of intelligence, how did we get here, and where are we going? In RJ. Sternberg, J Lautrey, & T. I. Laubart (Eds.). *Models of intelligence: International perspectives* (pp. 3-25). Washington, DC: American Psychological Association.

Stone McCown, K., Jensen, A.L., Freedman, J.M., & Rideout, M.S. (1998). *Self-Science: The emotional intelligence curriculum.* San Mateo, CA: 6Seconds.

Stone McCown, K. (2005). Emotional intelligence: The cornerstone for positive change. Retrieved July 10, 2006 from www.6Seconds.org

U.S. Department of Education: Office of Civil Rights. (1999). *Protecting students from harassment and hate crime: A guide for schools.* Washington, DC: National Association of Attorneys General.

U.S. Department of Health and Human Services. (1999). *Mental health: A report of the Surgeon General.* Rockville, MD: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center For Mental Health Services, National Institutes of Health, National Institute of Mental Health.

Vail, P. (1994). *Emotion: The On Off Switch for learning.* Rosemont, NJ: Modern Learning Press.

Vail, P. (1987). *Smart kids with school problems: Things to know and ways to help.* New York: Penguin Books.

Van Rooy, D.L., & Viswesvaran, C. (In Press). Emotional intelligence: A meta-analytic investigation of predictive validity and nomological net. *Journal of Vocational Behavior.*

Vossekuil, B., Fein, R.A., Reddy, M., Borum, R., & Modzeleski, W. (2002). *The Final Report and Findings of the Safe School Initiative: Implications for The Prevention of School Attacks in the United States.* Washington, DC: U.S. Dept. of Education.

Vygotsky, L. (1977). Development of higher psychological functions. *Soviet Psychology, 15,* 60-73.

Wentzel, K. R. (1993). Does being good make the grade? Social behavior and academic Competence in middle school. *Journal of Educational Psychology, 85,* 357-364.

Wentzel, K.R. (1998) Social relationships and motivation in middle school. *Journal of Educational Psychology, 90,* 202-209.

Weisz, J.R., & Hawley, K.M. (2002). Developmental factors in the treatment of adolescents. *Journal of Counseling and Clinical Psychology, 70,* 21-43.

Weissberg, R.P., Kumpfer, K.L., & Seligman, M. E. (2003). Prevention for children and youth that works: An introduction. *American Psychologist, 58,* 425-432.

Weissberg, R.P., & Utne O'Brien, M. (2004). What works in school-based social and emotional learning programs for positive youth development. *AAPSS, 591,* 86 – 97.

Yeh, C.J., & Inman, A.G. (2007). Qualitative data analysis and interpretation in counseling psychology. *The Counseling Psychologist, 35,* 369-403.

Yeh, C.J., Pituc, S.T., Kim, A.B., & Atkins, M. (2008). Poverty, loss, and resilience: The story of Chinese immigrant youth. *Journal of Counseling Psychology, 55,* 34-48.

Zins, J.E., Bloodworth, M.R., Weissberg, R.P., & Walberg, H.J. (2004). The scientific base linking social and emotional learning to school success. In J.E. Zins, R.P. Weissberg, M.C. Wang, & H.J. Walberg (Eds.), *Building academic success on social and emotional learning: what does the research say?* (pp. 3-23). New York: Teachers College Press.

Zins, J.E., Elias, M.J., Greenberg, M.T., & Weissberg, R.P. (2000). Promotion of social and emotional competence in children. In K.M. Minke & G.C. Bear (Eds.), *Preventing school problems – Promoting school success: Strategies and programs that work* (pp. 71-79). Bethesda, MD: National Association of School Psychologists.

Zull, J. (2004). The art of changing the brain. *Educational Leadership, 62,* 68-72.

Appendixes

Appendix A

Six Seconds Emotional Intelligence Assessment for Youth

Appendix B

Parental Consent for Research Participation

PARENTAL CONSENT FOR RESEARCH PARTICIPATION

Purpose and Background
XXXXX, doctoral student at the University of San Francisco, is doing a study on the impact of emotional intelligence competency on elementary-school students' academic achievement. There is little information available about the success of programs like Self-Science in improving student grades. Your student is being asked to participate because he or she has been instructed in Self-Science at his or her elementary school.

Procedures
If I agree to allow my child to be in this study, the following will happen:

1. My child will complete a questionnaire, the 6 Seconds Emotional Intelligence Assessment for Youth (SEI-YV) about emotional intelligence.
2. The questionnaire will take about 30 minutes to complete.
3. The questionnaire will be administered during the library period in the first week of October 2007.
4. I understand that students will participate on a voluntary basis, and there will be no penalty for not participating. Students who elect not to participate in the study will be given an article to read on emotional intelligence.
5. Teachers will inform the researcher of the number of students who will be participating and not participating. No identifying names will be known by the researcher.
6. Some students will be chosen for participation in focus groups. Focus groups will meet three times during the school year to discuss the children's perceptions of the development of their individual emotional intelligence skills. Students will be audiotaped, but no identifying names will be known to the researcher or used individually in reporting data.

Risks and/or Discomforts

1. It is unlikely that any of the items on the SEI-YV questionnaire will make students feel uncomfortable, but students may decline to answer any question. As recommended by the principal, students who report feeling uncomfortable may be referred to the School Psychologist to talk about their discomfort.

2. Participation in research may mean a loss of confidentiality, although every effort will be made to keep all results confidential, including coding answer sheets so the researcher is unable to identify individual students. No individual identities will be used in any reports or publications resulting from the study. Study information will be kept in a locked file at all times. Only the researcher will have access to the file.

3. The researcher, XXXXX, is a school psychologist, certified with a

California Professional Clear Pupil Personnel Services Credential, and is trained in working with children, individually and in groups.

Benefits

There will be no direct benefit to me or to my child from participating in this study. My child may later benefit from this study because teachers will gain a better understanding of how Self-Science helps children succeed socially and academically in their school environment.

Costs/Financial Considerations

There will be no costs to me or to my child as a result of taking part in this study.
Payment/Reimbursement

Neither my child nor I will be reimbursed for participation in this study.

Questions

If I have questions or comments about this study, I should first talk with the study researcher, XXXXX. If for some reason, I do not wish to do this, I may contact the IRBPHS, which is concerned with protection of volunteers in research projects. I may reach the IRBPHS office by calling XXXXX and leaving a voicemail message, by FAX at XXXXX by e-mailing XXXXX or by writing to the IRBPHS, Department of Counseling Psychology, School of Education Building, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

Consent
PARTICIPATION IN RESEARCH IS VOLUNTARY. I am free to decline to have my child be in this study. My decision as to whether or not to have my child participate in this study will have no influence on my child's present or future grades or status in the school.

I agree to allow my child to participate in this study. Please sign one copy if you give your child permission to participate, and keep one copy. Please return the signed copy to your child's teacher by Monday.

_____   _____
Signature of Subject's Parent/Guardian   Date of Signature

Thank You!

XXXXX
Consultant School Psychologist
XXXXX
XXXXX

Appendix C

Consent Form for Focus Group Participation

Dear_____:

I am writing to ask you to give permission for your child to participate in a small part of the research project I am conducting at _____this fall investigating the relationship between emotional intelligence in elementary school children and academic achievement. This project is toward completion of my doctoral studies in the School of Education at the University of San Francisco.

Specifically, I am requesting your permission to 1) have your child participate in a small group (8-10) of children who have scored in a similar range on the *Six Seconds Emotional Intelligence Assessment for Youth*; and 2) allow me to tape (audio) these discussions in order to ensure the accuracy of my observations.

I will be conducting three focus groups throughout the Fall of 2007. They will last about half an hour and will occur at a mutually convenient time for your child and his or her classroom teacher. Your child may withdraw from the project at any time, should that prove necessary.

I will protect your child's identity and that of the institution by using your child's ID number to work with data and coding responses. While I will quote directly from interviews, documents, and observations, I will be attentive to protecting confidentiality. No names will be used; all comments will remain anonymous.

I am a California Certified School Psychologist (Professional Clear Pupil Personnel Services Credential) and am trained to work with children, individually and in groups. I will make every effort to ensure that our focus group discussions are comfortable and fun for everyone.

Questions

If you have questions or comments about this study, you should first talk with the study researcher, XXXXX, at XXXXX. If for some reason, you do not wish to do this, you may contact the IRBPHS, which is concerned with protection of volunteers in research projects. You may reach the IRBPHS office by calling XXXXX and leaving a voicemail message, by FAX at XXXXX, by e-mailing XXXXX or by writing to the IRBPHS, Department of Counseling Psychology, School of Education Building, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

I appreciate very much your generosity in allowing your child permission to participate in this aspect of my dissertation study. Emotional Intelligence has been shown to have such a positive impact on academic achievement; it is wonderful that (your school) has developed an emotional intelligence curriculum to benefit students and the school community.

Sincerely,

XXXXX
Consultant School Psychologist

Please return one copy of the signed consent for to your child's teacher via your child by Monday, if you give your child permission to participate. Keep one copy for your records.

I _____(name of parent) give permission for my child _____(name of child) to participate in the Focus Interview Groups conducted by XXXXX as part of her dissertation study project on emotional intelligence and academic achievement conducted at (name of school) during the academic year 2007 – 2008. I understand that XXXXX will observe, gather documents, and tape focus group interviews conducted at (name of school). I understand that all efforts will be made to protect my child's identity and confidentiality. If necessary, my child may withdraw from the project at any time.

_____(signature)

_____(date)

Appendix D

Focus Group Questions

Focus Group Questions

Each focus group will center around one area with four focus questions. Over the course of three focus group sessions, all questions will be addressed.

Focus Group Session I: Your EI Class

1. Tell me about your Emotional Intelligence class.

2. What are some typical activities of this class?

3. What skills have you, personally, acquired as a result of your EI class?

4. How has EI changed your classroom?

Focus Group Session II: Your EI Training

5. What changes has training in EI made in your behavior?

6. What do you like best about EI?

7. What things are difficult about EI?

8. What, if anything, would you change about your training in EI?

Focus Group Session III: Feelings about EI Classes

9. How do you feel during EI class?

10. How do you feel about EI class?

11. How have peer relationships changed in your classroom as a result of EI? On the playground?   In after-school activities? At home? In your family?

12. Would you like to add anything else about your EI experiences?

Appendix E

Student Responses to SEI-YV

Table 1

Student Responses to SEI-YV Enhance Emotional Literacy (EEL) Competency

	Low < 85		85 - 115		High > 115		n
	No.	%	No.	%	No.	%	
Alternate	1	3.7	20	74.1	6	22.2	27
Traditional	3	6.0	38	76.0	9	18.0	50
Total	4	5.2	58	75.3	15	19.5	77

Table 2

Student Responses to SEI-YV Recognize Patterns (RCP) Competency

	Low < 85		85 - 115		High > 115		n
	No.	%	No.	%	No.	%	
Alternate	3	11.1	12	44.4	12	44.4	27
Traditional	1	2.0	34	68.0	15	30.0	50
Total	4	5.2	46	59.7	27	35.1	77

Table 3

Student Responses to SEI-YV Apply Consequential Thinking (ACT) Competency

	Low < 85		85 - 115		High > 115		n
	No.	%	No.	%	No.	%	
Alternate	4	14.8	13	48.1	10	37.0	27
Traditional	1	2.0	35	70.0	14	28.0	50
Total	5	6.5	48	62.3	24	31.2	77

Table 4

Student Responses to SEI-YV Navigate Emotions (NVG) Competency

	Low < 85		85 - 115		High > 115		n
	No.	%	No.	%	No.	%	
Alternate	3	11.1	9	33.3	15	55.6	27
Traditional	4	8.0	34	68.0	12	24.0	50
Total	7	9.1	43	55.8	27	35.1	77

Table 5

Student Responses to SEI-YV Engage Intrinsic Motivation (EIM) Competency

	Low < 85		85 - 115		High > 115		n
	No.	%	No.	%	No.	%	
Alternate	4	14.8	16	59.3	7	25.9	27
Traditional	3	6.0	33	66.0	14	28.0	50
Total	7	9.1	49	63.6	21	27.3	77

Table 6

Student Responses to SEI-YV Exercise Optimism (EOP) Competency

	Low < 85		85 - 115		High > 115		n
	No.	%	No.	%	No.	%	
Alternate	4	14.8	15	55.6	8	29.6	27
Traditional	3	6.0	33	66.0	14	28.0	50
Total	7	9.1	48	62.3	22	28.6	77

Table 7

Student Responses to SEI-YV Increase Empathy (ICE) Competency

	Low < 85		85 - 115		High > 115		n
	No.	%	No.	%	No.	%	
Alternate	3	11.1	9	33.3	15	55.6	27
Traditional	4	8.0	30	60.0	16	32.0	50
Total	7	9.1	39	50.6	31	40.3	77

Table 8

Student Responses to SEI-YV Pursue Noble Goals (PNG) Competency

	Low < 85		85 - 115		High > 115		n
	No.	%	No.	%	No.	%	
Alternate	2	7.4	12	44.4	13	48.1	27
Traditional	6	12.0	30	60.0	14	28.0	50
Total	8	10.4	42	54.5	27	35.1	77

Appendix F

Transcripts of Student Responses to Focus Group Questions

SESSION 1

Friday, March 7, 2008   8:30 – 8:55 AM   High EI Group XXXXXX Session 1
Folder C File 1

F: So, character traits….how does your character traits program work?
G: When you're…. We have a certain character traits…like two character traits that they're supposed to focus on for that month
F: OK…and..um… how do you…you said focus on….how do you do that? You said focus on two traits each month?
B: We usually read a book….or we did in the younger grades. I'm not quite sure what we do now.
G: Yeah, we do that. We read a book. Or we read some books and the author focuses on that or like shows something
G: Oh yeah, for the perseverance we read about that guy that did….the big march …
F: The guy that did what?
G: The big march thing…I forget his name….
F: Martin Luther King?
G: No. Somebody kind of like him..
F: OK
B: Wasn't it baseball?
G: No
B: The baseball guy? And he wanted to play baseball?
B: No. That was last year.
B: No It was this year. It was this year. The baseball guy and he wanted to play baseball…But then he couldn't play baseball….
G: Oh yeah…That one….
B: And then Mrs. M started crying
G: Yeah (Laughs)
F; So did he have to do something else because he couldn't play baseball? Was that….
ALL: Well, he was Black. He was Black and he couldn't play baseball
B: That was Perseverance.
F: OK, so maybe one of the first African-American baseball players? And he was excluded from professional baseball?
G: He was a kid. It was the little league championships. And everyone else quit little league.
F: To support him?
B: No. Everyone else quit little league so that he/ they/their team couldn't play against anybody because they were black so they didn't want to play against them.
F: Oh my goodness. That really is prejudice, isn't it? OK.
F: All right. So, you do something like read a book , so there are two traits, character traits, each month….What else might you do besides read a book? You guys said you didn't read that one.
B: Oh, we didn't read….we just read a book, I think, what was it?

B: The Year My Father Played Baseball…..

G: The Summer My Father Was 10…

B: We read that a little while ago and then we just read one like yesterday, I think.

F: OK. The Summer My Father was 10, what character traits does that relate to?

B; That was like, generosity.

G: Generosity because he helped make the plant…

B; Yeah, he helped plant..

G: I think it was courage…because he like…..

F: He helped plant a garden?

B: Yeah, (unintelligible)

G: He ruined the garden with a baseball, well no.

B: The baseball…the baseball went into the garden and then they started like throwing tomatoes at each other or something. (laughter)

G: And they wrecked the garden….

B: And then he helped them make a new garden.

B: And then he said that…

F: He took responsibility for it?

G: Yeah.

B: The older boys didn't take responsibility.

F: OK

G: And then he, like, for a long time he just kept doing that and then the guy got sick who had the garden.

G: And then he made it for him.

B: He died

B: He died when he was 17.

F: So the character …

G: He died when the father was 17.

F: The character trait for the Summer My Father Was 10 was responsibility?

G: Generally

B: A couple of traits, I think.

F: A couple of traits that…yeah, sometimes it's hard to have one…only cover one. OK
    So, you do character traits and then every Wednesday afternoon do you have a formal…
    Do you have a class in Emotional Intelligence?

Several voices: No

F: No. That's what some of the teachers told me..

G: We have assemblies once a month.

F: That I've got too. UMMM…But I also have you're paired with younger classes?

G: Yeah.

F: You have a buddy class.

G: And we like do activities with them.

F: OK, so how does that work?

B: We, like….we do like different things…activities with them and sometimes they have to do with the character traits for the month.

G: Yeah. That's usually what

B: Or like Holidays.

G: No. We don't celebrate a Holiday with them.

B: Or like (Unintelligible)

B: We go and do an activity with our buddies like make arts and crafts about like a
Holiday or a Character Trait..

F: OK

B: And sort of teach them….

F: OK. Ummm…And is it usually the youngest class in the school?

Several Voices: No, it depends on the grade. 5th graders go with 2nd grade.

F: 5th graders are with 2nd?

G: 3rd grade is 1st grade….

G: No. 3rd grade is K; 4th grade is 1st and 5th grade is 2nd.

F: OK. Good. Thank you.

F: Ummm.   All right….Can you tell me about one of the assemblies that you have had
Recently?

B: Well, we have….

G: We welcome students

B: Well, there's two different assemblies. One for the younger kids and one for the
older kids.

F: OK

B: And there's usually a lot of announcements, the student council does a presentation
on upcoming Spirit Days or something.

F: Uh Huh…so, information. You get information . OK

G: Um….We do this thing with stars. Because it's the XXXXX Way and you put
things on little stars that the class has done well or that have helped out with
or something like that. And then you say them.

F: And then you recognize those people? Is that the purpose of the stars?

G: No. It's anonymous. But you recognize that they did something.

B: Good

F: OK. That's cool.

G: It's kind of a list of things that people have done that are good and they are all up on
the wall of the multipurpose room.

G: Organized by grade…

F: OK

G: Each grade has their own poster.

B: At the beginning of the year, everyone had to write one star and you put it up.

B: Like, there was an assembly for each grade, I think. And we just listened to all the
stars and put them up on the board and now, we just, each class comes up with 3 stars
every assembly.

F: Every assembly…..3 stars…..

G: Yeah, 2 or 3

G: The younger people have an assembly that's 3 to….that's the grades down from 3
and we have 4th and 5th, not just 5th, so….

F: OK. So it's kind of an upper classmen and then the lower classmen,,,

B: Yeah

G: Isn't it 3rd, 4th and 5th?

B: No. It's just…..What we write on the stars is kind of based on what we did for that

week or month, so, like, some of them would be like, if our class did real good on scores, we would write like write that down. Or if we were, like, paying attention really well that week, we would write it down.

G: Or if we, like, helped a little kid when he got hurt…

F: OK So, it's an opportunity to shine sort of in a social and emotional way where you are thinking about other people…

B: Except you don't know who it is

G: Yeah

G: Except from the class.

F: OK. Why do you think its anonymous?   What's the point of that?

G: Ummm.

B: I don't know

G: So that that person isn't sort of bragging about what they did?

F: OK. So it, umm…(distracted by someone at door) So it, ummm.. anonymous To make it special without it singling someone out.

Interrupted by school secretary entering

F: Ummm…All right!! I think we have time just for one question that I want to ask you about. Could each and could each of you take a turn answering this and then I think it's time to go. All right, so, with all the things you've talked to me about… buddy class, the assemblies, the character traits that are different each month that you concentrate on in class…..those are all your social and emotional learning skills and your emotional intelligence skills that you learn here at XXXXX. So, what…how has doing these things changed you personally? Right, now I'll give you a minute to think about that. How has doing these things changed you personally? When you're ready to answer just give me a (raises hand).

G: Well, as leaders….in the 5th grade?

F: OK. How do..umm…these activities help you to be a better leader? Can you be more specific?

G: Because in the buddy class we have to show them how to..how to behave well so we have to behave well to be better models for them.

F: OK. So you model behavior for the younger kids with the buddy class? Great. Thank you.

G: Can I look at the sheet?

F: Sure!

G: So, like, for, um, the assemblies, it's like, if we're older it's like listening to someone speak and not interrupting. And like, being with your buddy, it's like learning to talk with people who are not, like, the same age as you.; like, much younger than you or much older than you. And then…

F: OK. So good listening skills. You're developing good listening skills, not just for people your own age but for people who are younger and then, I would assume, for people who are older too. Because if you're listening in an assembly, then you're learning to listen in a group. Is that correct?

G: Um hum.

F: Thank you.

B: Um…Well, the buddy class makes you feel important like, somebody actually looks up to you? Which would be your younger buddy. So that helps with leadership skills

And the assemblies, it's pretty much what _____ said, about good listening skills.

F: OK. So Leadership and Listening are two things we have. Thank you.

G: I think we're like helping out the younger kids by teaching them how to do things and at the assemblies, what she said ..um…listening better .

F: OK. So, helping others is something that's important and that's a part of this. And that because of it, you've learned to give. So, if someone is crying, or someone falls down and gets hurt, or someone looks like they need help, then you would say this is something I know how to do.

G: Yeah

F: OK.

B: I like being better leaders and like role models to the younger kids during like buddies…

F: So it sounds like that works really well 'cuz you're all kind of echoing about the buddy class is a really good idea for understanding people of other ages and developing good leadership skills.

G: And it's also a lot of fun.

F: OK!! All right!! If something is fun, we're more likely to like doing it, right?

B: Well, I think it just helps us be better people ourselves. It teaches us different lessons on just how to be better people. For example, for the assemblies some- they do a skit that teaches us how to act and be respectful and, like, leaders like she was

F: So in some of the assemblies, you have things like skits that….um… show the character traits?

B: Um Hum.

F: And show people with those character traits and people without those character traits?

B: Yeah. I remember one assembly and it was, like, they wouldn't let someone in, and then …and then the thing was about just like how to include people in games and stuff.

F: All right. I'm going to come back to that next time. I'm sorry. Our time is up, but we're going to meet again next Friday and it's probably going to be here at 8:30.

XXXXXX Focus Group   9:00 to 9:25   March 7, 2008   Low EI Group
Session 1 Folder C File 2

F: OK. All Right. What I'd like to do first is to check with you that what I've heard about your social and emotional learning program is correct. So…what I've heard is basically 3 things. First of all, every month you have a theme that is a social and emotional theme like respect or caring or taking care of the environment. Is that correct?

G: Yeah

F: OK. So, that's one thing that's part of your social and emotional program. Um, another thing that I heard is that you have a buddy system.

B: Yeah.

F: Can you explain that to me?

B: OK. So, basically us 5th graders…our buddies are…so it's like we have a buddy in a 2nd grade classroom and we meet every other Monday from my class, that is, and we just do a bunch of activities and stuff. That's about it.

F: OK. Can someone tell me an activity they've done with a buddy recently?

G: Um… For Ocean's week they were making, like, these pictures and we came and helped them color and cut out.

F: OK. Anyone tell me another activity you've done with a buddy?

G: I don't really know

F: You don't remember?

(Lots of I don't know with the facilitator saying, "that's OK.)

F: OK. Go ahead

B: Oh, so Mrs. _____read a book and we did this response thing

F: OK

G: We helped our buddies make Valentine bags…

F: And where did the Valentine bags go when they finished them?

G: Uh…they put them over there

F: OK. Not for like a hospital or something. like that. It was for your buddies to keep.

G: Yeah

F: OK. All right. And the 3rd thing that I heard about was assemblies once a month that really try to focus on…what would you say the assemblies focus on?

G: Umm, sometimes we have like student council like skits when they show, like, don't run on the playground or don't push or don't exclude. Like they show and they explain like playground rules.

F: OK.

B: Umm, like when there's a new student we like we get introduced to them and make them feel welcome.

F: OK

B: So, on the thing we're doing with your stars where when you see someone doing

something good or you do something well, you write it down on one of the gold stars and you put it up on the wall of the MP room at the next assembly.

F: So, you don't write down who did it, you write down what they did?

B: Yeah, so it's like unanimous.

F: OK

F: And then what happens to that star?

B: They get put up….

F: Oh, sorry.

G: Umm, so like on the wall there's like a big, black poster that says each grade like Kindergarten, 1st, 2nd, 3rd, 4th and 5th. So, for example, if I saw like "Jack" helping out somebody and I wrote it on a star then on the next assembly I would like post it up on the 5th grade black poster and…

F: Without the name…

G: Yeah.

G: And before you put it on the black poster, um, you read it in front of the whole school , I think.

F: Ah Hah!! So you recognize it by reading it?

G: Yeah.

F: OK. All right, so I have those 3 things….Oh!! Could you give me some examples of some of the monthly themes?

G: Respect

G: Sharing

B: Empathy

F: Can I ask you what that means?

B: I had it like a while back in 2nd grade, but I keep forgetting what it means.

F: Does anybody know? Empathy?

B: I'm guessing it's like caring or something.

F: OK. Caring for…

G: Others

F: Yes. Exactly. Good. All right. Respect, Sharing, Empathy… Can you remember any other ones?

Silence

F: OK. That's OK. That's good. Yes?

G: Self-Control

F: Oh!! That's an important one, isn't it?

Voices: Oh yeah.

F: OK. Good!! So, I have those 3 things. Have I missed anything that you do that is part of your social and emotional learning program or that helps your EI?

G: I think this is one. Um, We like have partners and we work together on projects.

F: Oh!! OK. Is that within your class?

G: Yeah.

(Whispered Consultation)

G: Oh!! About a week or ago, or something like that, Ms____. All the 5th grades went to one class and she talked to us like about, you know, like basic rules it was just like the 5th grade.

B: Lecture

G: Yeah. It was like a lecture.

F: Was that because something…you don't have to tell me what happened….but, was that because something had happened, or was it just to refresh everybody's memory?

G: Something happened.

F: Something had happened. OK. All right.

B: But I think they do it every year. I don't think it is just this year.

F: OK. So the 5th grade as a whole…

G: Just…all the 5th graders together. I'm not sure if they do it every year, but.

F: OK. I can ask…Great. Thank you.

G: They don't do it every year because my teacher mentioned that this has never happened before in her teaching.

F: OK. All right. So it probably was in response to something that happened. Was it, um….did you guys get a chance to talk or was it, kind of, these are the rules and you need to follow the rules?

G: It was just her. We didn't get to talk.

F: OK. So, right. I get it. So that probably….well, I'll leave it. Anything else? That you do that you can think of that I've missed…

Silence

F: Someone in the other group, and I probably shouldn't …shouldn't go between, but I'm just going mention this to see what you think… mentioned the XXXXX Way?

Voices: Oh yeah!! That's the stars.

F: That's the stars. Oh, OK.

G: The XXXXX Way is like being nice to others and it's basically….it's sort of like the scenes…it's doing what the scenes are….like respecting others, including them… that's like ..it's basically not really a list ..but a group of things that you do that you do that are nice to others.

F: Great!! OK.

B: We did another thing….um, like every two weeks, um, someone like in 5th grade does some jobs to help out in the school. And some jobs like you help out the kindergarten teachers…

Voices

G: The jobs are helping all the other kindergarten teachers. It is called KinderCadets.

G: What's the name of the jobs? It's like, um….

B: And there's also, um, a recycling job where you recycle.

B: 5th graders are, um, doing stuff where, like, you take out the recycling and Help kindergarten teachers. You say the announcements…stuff like that You help around the school.

F: So, is it leadership?

G: Leadership jobs. That's what we call them.

F: OK.

B: Oh, and we have like recycling jobs and stuff.

F: Ok. All right. Good. Thank you. OK. So, um, have I got everything? That's part of your social and emotional learning? You do a lot.

XXXXX does a lot. That's great!! OK> So, I want to ask…we have time for me to ask one question and what I'd like is for each one of you to just think about the question and then answer it for yourself. All right? And when you think you have an answer, just do one of these (hand half-raised) and I'll point at you. All right? So, the question is…you've told me about all of these things that you do at XXXXX that help you with your social and emotional learning or increase your emotional intelligence skills. Um, how has doing those things changed you? Not somebody else…Think about it for a second….You!! How has doing those things changed you?

B: Well, the leadership jobs they just make me realize that there's so much more to do here at school and stuff and that we have to do it to get it done.

F: So, without the leadership jobs, you might not be aware of all the things that need to be done. So, um, it kind of increased your awareness?

B: Yes, although I wouldn't be responsible for other things.

F: OK. So, it's not only increased your awareness it's made you want to be more responsible?

B: Yes.

F: OK.

G: There is something….I think the partner thing….like, if you don't like someone and you think they're mean, but if you group up with them, you kind of like

G: Get to know them.

G: Get to know them. Yeah.

F: And how does that change then?

G: Well, you won't be that shy around them. It's more comfortable going to school.

F: OK. So, getting to know someone through the partner activities makes school more comfortable?

G: Yeah.

F: And allows you to get to know people that maybe you wouldn't otherwise get to know?

G: Yeah.

F: Great!! Thank you.

G; Um, my ____. It makes me like more responsible and it better makes me happy that I get to help like other people and other teachers around the school since they do so much already.

F: So, those experiences when you volunteer to do some of these things, or even if you are assigned to do some of these things, give you the experience of feeling happy about helping others.

G: Yeah.

(Whispering)

G; Um, off of what ____said, it's kind of the opposite. I thought this one person was really nice, she was great, and I got to be a partner with her in a project and it turns out she wasn't that….she sort of excluded me when her other friends were around. So, I tried to get her to go and work somewhere else. She just wouldn't, so it was kind of hard to work with her.

F: So, it doesn't always work. It's a good program, but sometimes it's difficult and it

doesn't always work.

G: Yeah.

F: OK.

B: Well, the XXXXX Way, the star thing….when people read it out loud, you kind of learn from them, what they do and you're thinking.

F: Ahh!! So you see examples…that otherwise you might not see. So, reading the recognition on the stars out loud..it's kind of like modeling good behavior?

B: Yeah.

F: OK.

G: Um, what you said, that reading out the stars…it shows the younger grades…it's like being a role model, like a unanimous role model. So, it shows the younger grades, yeah, how to act and stuff.

F: OK. So, role model, I think, is the right term for that. Sometimes, have you noticed the thing is…if you tell someone to do something they don't always do it, but if you do it and they see you do it and they see the good results, they're more likely to do it. And that's a role model. I think that's what you're saying. That's what happens.

General agreement

F; Good. Anything else? Any other ways that you've been changed? I think what you're said has been really really good ways to be changed. Um, since we did have one problem,..I'm not saying that you have the problem; I'm saying that these things happen…sometimes the things that we try to do don't work perfectly… Have any of these programs helped you figure out how to deal with a problem when that happens? When something doesn't work so perfectly?

G: Well, if you work with a partner that like is frustrating you and you find a way to solve it, then that helps you like later on if it ever happens again. So it's like….

F: So it teaches you skills….

G: Yeah. How to react to a situation.

F: OK. All right. And what if you can't solve it? What if you try and you can't?

G: Then just next time it happens, try again until you find a way. (RESILIENCE/ SELF-EFFICACY)

F: OK. So, keep trying, that's one thing.

B: If you, um if someone is frustrating you, you try to solve it and its still frustrating you and you get all mad, they won't like it. But if you ignore them, they'll think that it is not fun, so they will stop it

Voices: Yeah.

F: OK. So one technique for dealing with a really frustrating situation is NOT to get mad and to kind of just ignore the fact that it is frustrating you and…

B: It will stop

F: And keep your self-control. Is that right?

B: Yeah. Self-Control

F: OK. All right. I think we're about out of time today. Does anybody have any comments that you want to add? OK. Then…um, let's just ask you one more quick question because we have five more minutes….Um, Have you noticed any way that these programs have changed your classroom? Now the last question I asked was how has it changed you. Now I'm asking you. Have you noticed any way that your

classroom has changed?

B: Do you mean like the building or the people?

F: Uh..more like the atmosphere. Or what happens in the classroom.

B: Um, it just makes everyone a lot more considerate. When you have leadership
no jobs. They know that you have to do something in the morning

F: OK. So, people are more considerate of each other.

B: Yeah.

F: All right.

G: So, if you do the partner thing, everybody…you won't see that much arguing and
everybody kind of in a section becomes friends.

F: OK. So, people are arguing less

G: Yeah.

F: Why do you think they're arguing less?

G: Well, they're like getting to know each other. Yeah.

F: And that makes for fewer arguments? People are more considerate of each other
they know each other.

G: Yes.

F: OK. All right. Anybody else? Have you noticed any way it's changed your
classroom..the atmosphere in your classroom….

Silence

F: OK. You know what? You can think about that one and we can start, sort of,
over the next week can you just be like an observer? And watch what's happening
in your classroom and see if you see anything that might answer that question.
OK? Thank you so much for helping me. I really appreciate you helping me with my
Research.

Monday, March 17   10:00 AM   XXXXX High EI Group   Session 1
Folder B File 01

F: OK. It's recording. All right. Let's put it right in the middle. I just want
to talk for a minute about Emotional Intelligence. Do you remember that
was one of the first things we said when you were taking the survey….What is
emotional intelligence? And you guys gave me some answers. Well, your
answers were really good; part of the reason your answers were really good is
because you study emotional intelligence here at XXXXX. So, I just want to
start with that simple question. So, think about it for a second and when you
have an answer, just give me a little hand raise. I'll point at you and then you can
tell me what you think. All right, so I'm just going to start with that very simple
question….What is emotional intelligence?

B: Um…emotional intelligence is where you can understand like another person's
feelings so that you can cope with it if you have to deal with it or you can help
that person deal with the feelings, maybe sorrow or something else. But you can
help deal with it.

F: OK. So, it's about helping and understanding another person's feelings.

B: Yes.

G: Oh. Well, emotional intelligence is basically what it sounds like…how
emotionally intelligent you are and how much you know about emotions.

F: How much you know about emotions? OK.

G: Well, emotional intelligence is like what ____ said before, like how much you
know about emotions and like it's not just intelligence like "Oh, I'm smart.
I know how to do like 2x4. Like with math or something. But it is like with
friends, how like you deal with them or understand their feelings and stuff.

F: Good. Two things. It's about understanding your own emotions and then it
is about understanding your friends feelings?

G: Yeah. And other people in general.

F: And it is different than the kinds of things that we say are academic, like math
or reading or science.

G: Yeah.

B: Well, emotional intelligence is basically when um…yeah…you can understand your
friends; you can understand other people.. .Um… when they have emotions and
you can kind of control yourself too.

F: So, after understanding comes self-control.

B: Yeah

F: Can I ask you what does that mean? Self-control.

B: Um…Self-control is when you can….when you understand yourself enough that
you can like make sure it doesn't…make sure your feelings don't …Um…

F: You understand yourself enough…

B: Yeah. You understand yourself enough so that you can control it…yourself

F: So that you make choices.

B: Yeah.

F: OK.

G: So like when you're…you make sure that when you're feeling your feelings you're not hurting other

people around you….like when you get really angry you learn how to control…keep that feeling inside you, but like….if you know you're having that feeling but don't like hit other people cuz your angry.

F: OK. So you have to acknowledge the feeling. You know you're having it. You know you're angry. But, you're not going to take it out in a way that is going to hurt someone else.

G: Yeah.

F: OK. All right. OK. Um…You're from different classes and I know different classes here at XXXX study emotional intelligence differently. So, think about this one for a second. How does your class study emotional intelligence?

G: Well, we have something called Student Agenda where…so, people come with their problems at meetings and, if they can't solve it themselves, and, even if they do, we sort of just talk about it and how this person's behavior affected someone else. And maybe that one person's not all good and the other person's not all bad. And we just learn how these behaviors affect other people and how to solve these kind of problems.

F: As a group. So you bring your problems to something called Student Agenda. OK. Thank you.

G: We have something called a class meeting. Kind of like what they do, and, if we have a problem, and we can't work it out ourselves, then we bring it to class and then we can try to prevent it from happening again or learning from the problem…

F: So, everybody helps everybody else and Class Meeting is a time when you can do that.

G: Yes.

F: And do you have to bring problems to Class Meeting?

G: No, you don't have to, but you can also give your opinion on other people's problems, if you have an opinion.

F: OK. All right.

B: Well we don't, our classroom we don't like have a regular meeting every day about it. But like if someone like made a really good accomplishment or they had their feelings hurt by like….oftentimes it happens in PE…that like someone had their feelings hurt cuz everyone was quibbling or putting them down. And so we talk about that and a lot of times we talk about how we can resolve that and make it better. And um…also in the beginning of the year _____ gives us like a little paper, ask us about yourself and, um, how are we emotionally intelligent, like what's going on with your family and stuff like that.

F: So, I got 3 things out of that. You celebrate good things that happen. You help each other with things that are difficult or a problem and there's some self-reflection involved because you're asked to think about your own emotional intelligence and how it works. Is that correct?

S: Yes.

F: OK.

B: Well, we have like two times to do it a week. Monday morning, so today we tell each other how we feel…if we're happy, sad, something like that. And also on

Wednesday mornings, we have a session called EI, Emotional Intelligence, and our teacher comes up with a topic and we talk about it.

F: OK. So, it's actually a class that you have on Wednesday morning that's called Emotional Intelligence and you talk about different topics each week

B: Yeah.

F: OK. Thank you.

B: Well, on the Mondays, what we do is the Leader, he or she, they tick away the roll and the person, each person, they say what they liked or didn't like, or both, about the weekend. And it's called Faces.

F: OK. Faces. So, um..is that kind of a check-in? Are you checking in with each other and seeing how people feel?

B: Well, it's kind of like how people felt over the weekend.

F: And so, um…just a little follow-up question. Do you think the purpose of that is to help people work through things that might have happened outside of class?

B: Yeah.

F: OK. All right.

G: Me? So, I ….this is just a comment. In second and third grade, um, in the morning, our teacher would take roll. We would say how we would rate our day. Like, I rate my day a 10 today because…like tomorrow's a 10 because tomorrow we are going to go to Cirque du Soleil with my friend and it is going to be really fun. Or like, I remember one time someone said, "I rate my day a 2 because my parents are getting divorced. Or like "I have a broken arm" which can feel like a 5 or something.

F: OK> And just a follow-up question on that. Do you think the purpose of that is to help you understand how you're feeling, but also to help other people in the class know how you're feeling?

S: Yeah. Sort of like that. So, like if they're having a hard time already like try to be extra nice; don't put 'em down even more.

F: OK. All right. Thank you.

G: Um…I'm in the same class as her, so in Student Agenda, sometimes we have like two people who are doing….doing like..having a problem and sometimes we have something that is called a "Fishbowl."

F: OK.

G: And that's when they go into the middle and talk it out with our teacher's help. And….that's if they're having problems like just together or something. The whole class knows about it and the whole class knows how to don't ..not do that. And..

F: So, everybody participates in the solution?

G: Yeah.

F: And knows about it?

G: Yeah. And like usually you can put in, if you're not in the fishbowl you can uh…like put in, uh…have input, but it's mostly them trying to figure out what it's about.

F: So, is that really like modeling how to problem solve?

G: Yeah.

F: What the people in the middle and the teacher are doing is kind of like modeling a

problem and everybody else kind of gets to watch how it's solved?

G: Yeah. And our teacher sometimes, if someone starts crying or something like that

They're kind of like….he says we were brave to cry or something like that.

F: So, lots of support. People who are solving the problem get lots of support.

G: Yeah.

F: OK.

G: Well, like, when people are crying, our teacher says that it shows that they're brave because they know how to show people that their feelings are really hurt. They don't just hold it in. And wait for that person to apologize. That person doesn't know that they are hurting the other person's feelings.

F: So, it's important to show feelings to people because otherwise they don't know. They can't read your mind. And so through a program like the kind of EI things you are describing, we learn how other people are feeling.

G: Yeah.

F: OK. Great! Thank you. Is there anything else that I should know about that is about EI at XXXX besides the things you've told me?

G: Well, like I know in our classroom our teacher gives us past experiences like maybe in his classroom before or like he and his son have experienced so he sort of helps us by giving us some advice which helps us to make better decisions.

F: OK. Does he give advice of some things that are good and also of some things that haven't worked?

Ss: Yeah.

F: So you can see both? OK. All right. So, you know this worked and this didn't work and that helps.

Ss: Um Hum.

F: Thank you. Anything else….(unintelligible)

G: OK. So this is not the greatest news, and I'm not sure if I should say this… But, there was an incident that happened a while ago and it was like sort of inappropriate. And then our teach… um…A lot of people were involved in it. And um our teacher, he like….um…I wasn't involved in it, but I sort of was cuz I wasn't there, but I heard about it. (Unintelligible.) So, um… they had a lot of meetings about like how they could resolve it..

F: How they could resolve it?

G: (Unintelligible)

F: All the people who were involved in the incident were in the meeting?

G: Yeah.

F: And they tried to solve it together.

G: Well like not always, but like sometimes….

F: OK. So the idea….if I'm hearing what you're saying correctly…the idea is if there is a problem you get everybody together who is involved in the problem and you figure out how to solve it.

G: Yeah.

F: With support from the teachers and other people who can guide you. That's good EI.

G: Yeah.

F: OK. Thank you. All right. So, what I would like to do now because we have just

about 10 more minutes before we're done today and then I'm going to see you at 11 on Thursday. Right, we have 3 sessions….so…and then you have break…so I'll see you again after break. But what I'd like to do right now is just to have you think for a minute. I'm going to ask you a question about yourself. And then I just want to go around and have everybody just answer the question. If you don't want to answer it, you can say, "Pass." If it's not something you're comfortable answering. But this question is: what skills have you personally taken away or learned that you use from your EI class or your EI activities? I'm going to say that again. What skills have you learned that you use that you've taken personally from your EI class or your EI activities? And…want to start here or do you need another minute to think?

B: I don't understand the question.

F: You don't understand the question? OK. We've been talking about all these things that happen in EI class?

B: Yeah.

F: So… what, of those things you learned are the most valuable to you? And what have you taken as a part of yourself. And I'll come back to you.

B: Like just let out your emotions so you shouldn't (unintelligible)

F: OK. Can I qualify that just a little bit …let it out in a way that doesn't hurt anyone else? Is that correct?

B: Yeah.

F: OK. Good. Thank you.

B: Um…you need time to just step back and take a breather and look at through the other person's view how they felt or maybe….yeah.

F: OK. Thank you.

G: Well, um…this is…um..not really the best thing that I've gotten out of it, but it is one of the things that I can think of that um… like….I don't really know how to put this..

F: I'll come back. I'll come back.

B: Well, you should like think before you say something because it could just….you might not be trying to hurt anybody but you do.

F: OK. Sometimes if we don't think…what comes out…we wish we could rewind later. Once you say it. OK. Yes.

G: If you get in an argument, step out before it escalates.

F: Ahh. OK. So, emotions can escalate and part of, self-control, is kind-of stepping back. Thank you. Yes.

B: Well, if someone is upset, even if you're not their friend, you don't want to make it worse; you want to try to help 'em to make 'em try to have like a better day.

F: And so support is really important. You want to support other people if they are having a problem.

B: Yeah.

G: OK

F: Got it?

G: Well, I don't know if this works either, but this is a different thing like be aware of other people around you. Like if you're talking about someone and um…they are like right there and like it offends them um.. yeah, cuz that happened twice to me in the week and ..

F: And how does it feel?

G: Um.. well, both of the people I don't think they heard me but I was really
   embarrassed . Cuz my friends are like turn around and I'm like Oh my God!!
   I feel really bad!!

F: So you feel really bad when that happens. OK. Thank you.

G: Um…I think I got out of it like just how to solve problems on your own.

F: OK.

G: And it's good because like that's the main idea trying to solve these problems
   with our teacher.. trying to teach us how to solve it ourselves. And..um…

F: So, you have a skill that you will take with you

G: Yeah. That like is..one thing is…like last year with boys against girls.
   Like boys vs. girls or something like that. And we talked about it in Student
   Agenda because it got pretty bad and this year all the 5th graders who were there
   last year are all really close friends because of that.

F: So, problem solving and being considerate of each other brings us closer together.

G: Yeah. And now we don't really care about what gender we are.

G: OK. What I learned is that once you say something that you really didn't mean
   And you can't believe you said that…just apologize. Don't let them think that
   like you really meant that or let them go away with that feeling of you. And even
   if like your friend is right next to you and you both think….and you both said some-
   thing real mean and your friend thinks they deserve it, but you feel really bad inside
   just say, "Sorry."

F: Communicate how you're feeling. OK.

G: Be….kind of what he said. Think of how other people are feeling and if they're
   Having a really bad day make sure you're extra kind and…yeah.

F: So it's important to check out how people are doing and…and that's part of then
   how you plan your behavior for the day.

G: Yeah.

F: OK. Great. Thank you

B: I learned how to step out of something if it doesn't seem good. Yeah.

F: So, protect yourself. Are you saying protect yourself?

B: Yeah.

F: If it's not going to be good for you, step out of it. Do you use the term "set
   boundaries?" Do you guys use that at all? To set boundaries for yourself.
   I think that's kind of what you're talking about. If you can see something's
   not good, set a boundary and say, "I'm not going to participate in this
   anymore." "This is not good." OK. We're going to have lots more time to talk.
   I'm sorry I have to stop today. BUT, I'm going to give you a question to think
   about for Thursday. All right? So you'll have a little bit of time to think. And
   thank you for coming to talk to me. I really appreciate it. Um…the question is:
   All of these things that you've talked about now…the skills that you've learned…
   How have they changed your classroom? And how have they changed your
   school? All right. You want me to repeat that again? The skills….all these things..
   Sorry….All these things that you have learned. How have they changed your
   classroom? And then, how have they changed your school? And that will be my
   question for Thursday. All right? Thank you very much. Have a good day and I'll
   see you on Thursday

F: Hi!! Good Morning!! Thank you for coming to talk to me. And… What I'd like
     to ask you first is….here at XXXXXX Emotional Intelligence is something
     that you study. Can you tell me how in your class you study Emotional Intelligence?

B: Um….well, what we do is we kind of do work to see how we work and
     see our paces. That way we can work at our own speed instead of..as like
     super fast or super slow.

F: OK. So that's part of getting to know yourself. OK. Thank you.

B: So, like we do like surveys on what you're good at and what you're not too good at
     so we can like work on more…so let's say you're really good at math then you don't
     have to work so much on math, you can work on more like spelling and..

F: OK. So, you find out your strengths.

B: Yeah.

F: And then do you work out ways to work with those things that are more of a
     challenge?

B: Yeah.

F: OK. Thank you.

B: OK. In our class, we…when we work, we (unintelligible) things that give a lot of
support (Unintelligible). If you're really good at something….and sometimes our teacher
comes around and (unintelligible)

F: He's gentle?

B: He quotes

F: Oh, he quotes something that was really good. So, you hold up things that are really
     Good that people do? OK. Good!!

G: After we do the tests, we sometimes like work in groups that are about your level.

F: OK. So, group work is an important part.. and learning to work with other people?

G: Yeah.

F: OK.

G: In our classroom we usually work individually so that way we can work on whatever
     we need to work on instead of , say there's a spelling test due and you need to study
     your words, one person can be doing that and another person can be do spelling
     instead of falling behind in one subject while you're doing another.

F: Thank you. I think I understand that. Let me ask you, what about problem-solving?
     Is problem-solving part of your EI?

G Well, in our class, once a week we have student agenda, so, um…

F: What is student agenda?

G: Well we, like…we sit down and go around just like saying if we had any problems
     this week to be talked about. And if there's a main problem between two people
     then we have a fishbowl. And two people go inside and talk about it.

F: Now do they go privately, away from the group?

G: Um…I think they can decide whether to do it privately or not.

G: So, we all talk about it together. That way other people might have some
     suggestions or try to solve it.

F: OK. So, the people who have the problem go to the center of the circle?

G: Yes.

F: And they try to solve the problem, but other people..

G: talking to each other….by talking to each other

F: by talking to each other. OK.

G: And then our teacher usually finds a way to solve the main problem, but he leaves it up to us to solve the conflict, which is very nice.

F: OK. So you get to try out problem solving and see if it works.

G: Yeah.

F: Does it sometimes not work?

G: I've never seen it not work, but I know it has in the past.

F: OK. So there is that possibility that you might have to come back together again?

G: Yeah.

F: Ok. Good!!

B: How do two people fit in a fish bowl?

F: Oh. I don't think that it is a real fish bowl…You're in the center…

G: We all sit in a circle and then two people go in the center like a mush pot.

B: Oh!! (laughter)

F: So, you know how fish go around in a fish bowl? It's that sort of idea. You're not actually IN a fish bowl.

G: It's supposed to symbolize…

F: There you go. (Whispering) OK. Let me ..let me acknowledge this person over here.

B: In our class, if we have a problem, we write our name on a sticky note and then write what our problem is also on the sticky note and put it on this paper on a board.

F: Um hum.

B: And every Monday of the week um….yeah, at the end of the day, we have class meeting where everyone goes to the library and sits in a circle and ____ takes the sticky notes and um…the person who wrote their name down um….tells you what the problem is and everybody um….um…they're trying to give suggestions how it won't happen…it happened, but not happen again.

F: OK. So, if you have something you want to talk about, you put it on a sticky note and there's a special place to put it. And then you know there's a time when you'll be able to talk about that with everybody. Thank you. And what's that called?

B: Class meeting

F:: Class meeting Thank you.

B: At the end of every Monday.

F: At the end of every Monday. Thank you.

G: OK. So what we do is, if it's a big whole-class problem then we talk about it with our whole class and then decide how we're going to solve it. Otherwise, we just talk about it like outside with the teacher or without the teacher. And normally we just like solve it between ourselves; we don't normally like get the teacher involved with it.

F: OK. Um….OK. Thank you. All right. Anything else that you do at XXXX that I should know about that has to do with emotional intelligence?

G: Well, it we're at lunch or recess and we have a problem, we go to a person and we can talk to them and we also have Yard Duties which help us out with problems.

They could help us out with some problems on the playground. And things like that.

F: OK. I'm not sure I understand what Yard Duties are?

G: Yard Duties are basically parents or teachers who walk around the playground and make sure no problems happen

B: The school.

G: The school.

F: OK. So, you know that you can go to someone who is one yard duty

Ss: Yeah.

F: With a problem.

Ss: (Unintelligible) …They wear red hats.

F: Oh. OK. So, all those people wear red hats?

G: And XXXXX is very strict about no fighting. No lock-outs…

F: OK.

G: No lock-out of like games or activities.

F: Um…so lock-outs have to do with excluding people?

G: Yeah.

F: OK. So, it's a rule that everybody has agreed on?

G: Yeah.

F: That you don't exclude people from games and things like that? And that's just a basic XXXXX rule?

G: Yeah.

F: Are there any other basic XXXXX rules?

B: Um…I was going to ….what you said before you said that.

F: Oh. Hang on a second then and I'll come back to you.

G: The Golden Rule. Which is basically…I think it's don't do to others what you don't….well, don't do to others if you don't want it to happen to you.

F: OK. And so that's just a way to look at something.

G: Yeah.

F: Would I want this to happen to me?

G: Yeah.

F: And if I don't, don't do it to somebody else.

B: So, say you're bullying some kid. Would you like it if some kid was bullying you?

F: OK. Thank you.

Several Voices

B: OK, so…(unintelligible) if you get into a fight…a fistfight?....um, like if you get into a fistfight people get really mad at you and then that's really inappropriate (Unintelligible) they'll bring you into the office and they'll put you there for a whole day…(Unintelligible) And they'll put you there with the person you fought with and like you two have to…if you aren't like fighting….like..

F: Really angry with each other?

B: If you aren't angry at each other any more, then they let you go.

F: OK. So, what was the point behind that? Why are you in there with that person?

B: Cuz you….cuz you….fought with that person and they're trying to make

You….(Unintelligible)

G: Solve the problem.

F: And you have to solve the problem yourselves. How does it make you feel? I'm going to come back to you. How does it make you feel if you solve a problem?

Voices whispering…

F: Yes.

G: Happy

F: Why?

G: Because that problem doesn't come back.

F: OK. It's solved. That's what the word means, huh? But you did it. Yes?

B: It makes me feel like…..well, sometimes it makes me feel like I don't want to talk to that person for like another little while.. Sometimes it makes me want to go play with them some more because ..um..they..um…you get better friends with them and they helped solve it.

F: OK. So sometimes solving a problem with someone else you work with them and out of that you become better friends. Sometimes you have to step back for a little bit because you're still processing what happened and you don't really feel like being with that person at right that moment. So, it could go either way?

B: Um Hum.

F: Thank you.

G: There's like some other rules..

F: OK.

G: called the basic ten.

F: The basic ten?

G: And it's like the rules that you have to follow at XXXXX….like you have to respect each other and other things.

F: OK. Those are all school rules?

G: Uh huh.

F: OK. So everybody learns those rules?

G: Yeah.

F: OK.

G: Also, if you learn how to solve a problem here when you're older you're most likely gonna work in a group and there's gonna be at least one person who you don't get along with that well. But if you learn how to solve a problem…resolve a problem here then you can learn how to solve it basically anywhere.

F: Good point. OK. So, you're getting a skill that you're gonna take with you.

G: Exactly.

F: And you can use it in other places. Guys, please don't touch the recorder. All right? OK. Anything else I should know about EI at XXXXX?

B: Well, as somebody said, as he said before that XXXXX is really strict about fighting And they also (Unintelligible) So…they try to teach you (Unintelligible) so you don't get into….(Unintelligible)

F: So, you're learning something here that you'll take to middle school and high school.

B: And they also try not to give you a lot of homework, like they don't give you any

homework, but they want, I think, well it helps me to not get over….

F: Overwhelmed?

B: Yeah. Overwhelmed.

G: Not be stressed out.

B: Yeah. Not be stressed out.

F: OK. And that's an interesting thing isn't it? Stress…is an interesting part of emotional intelligence. What happens with stress?

B: The basic thing is with math and , I don't know, like a bunch of other stuff for homework, you never really feel like you could relax when you were home.

F: Um Hum.

B: So like you'd go home but it would be just like you were at school. And so they want you to have like time to become yourself

F: OK. All right. And so, lessening the stress gives you time to become yourself.

G: Even though you're learning the same amount as (Unintelligible)

F: Thank you.

G: I have two things to say…Um…One of them is that I think one thing that they don't give you homework. I went to a school that had homework before and I could hardly keep up and I got behind a lot, so then I couldn't really have anything to do at home and if I didn't finish it I'd also get even more stressed out because then I dreamed about what the teacher would say. And also, um… I think one reason why they don't give you homework…well, it's optional to take homework is then you can learn to be responsible. If you need homework, If you need to take homework home, then you should be responsible and take it Home.

F: Ahhh! So the choice becomes yours. It's not the teacher assigning you homework, it's you saying I need to work a little more on this so I'm going to take it home.

G: Um hum.

F: Well, thank you. And the other thing you were saying is….if I heard you correctly, let me just check….is..um…if you get really stressed out, you don't feel like doing the things that you need to do. Was that correct?

G: Yes.

F: Thank you. Yes.

B: Um…and also they give you a bunch of responsibility at XXXX…like our teacher was in a conference with other teachers and it was running late for about 40, like um…20 minutes…and, it took us a while at the beginning to get started, but we eventually was able, were able to do the activity that was scheduled instead of just running around and talking.

F: WOW!! And what did you teacher say?

B: He was very um…impressed with us because like last year we couldn't do that.

F: Excellent

B: But this year we can.

F: OK. So you're learning responsibility.

B: Yeah. And also um…he said like other teachers like at different schools they might they might have you be like in a straight line and waiting for the teacher to come back cuz, um…they don't want to take the chance of you fooling around, so they like

keep you in a line but XXXXX doesn't do that. At least that's what our teacher said. So, they give you a lot of responsibility which also affects your daily life so that way you have more responsibility at home, like doing like remembering to do chores instead of people telling you to do 'em.

F: So you become more in charge of your own life…

B: Yeah.

F: Is that what you are saying?

B: Yeah.

F: OK. Thank you. All right. I want to ask you….we have about 10 minutes left.. I want to ask you a question, and, if you want to, I would like everyone to answer this question. Then I'm going to see you again on Thursday at 11:30, right before break. And then I'll see you again after break. But um…I will give you a question to think about between now and Thursday. Is that OK?

Ss: Yes.

F: All right. So, the question I want to ask you right now is: you've been telling me about all the things that happen at XXXXX (whisper to student OK, not right now) um…that teach you about emotional intelligence. Of all those things that you've told me, what one thing would you pick out that's a skill that you've learned that's important to you? All right? What emotional intelligence skill would you pick out that's a skill that you've learned that's important to you? And when you're ready to answer, just give me one….(half-raised hand)

G: Um…well, it's not….maybe a tiny bit of anger management to like control your emotions a bit more. Instead of just, I wanna talk out in class so I just talk out instead of raising our hand and letting the teacher call on you. Instead of saying, oh year, well, that person's raising their hand….but I'm more important so I should just be able to blurt out instead of waiting my turn.

F: So, self management?

G: Yeah.

F: Using your emotions and then working with them…

G: Yeah.

F: So you manage them? OK.

B: Um…that I can manage my own time and schedule.

F: OK. And do you feel you've learned how to do that and that's really valuable to you?

B: Yeah.

F: OK. Thank you. Are you raising…?

B: Um Yeah…Um..it's like being able to um…not have like being able to do..um…math when I think I should. And if I am behind, um…to bring it home and like being able to do it all at the right time and stuff.

F: OK. So, being in charge of your own education in a sense. I mean you said math… But I assume you mean all of your subjects.

B: Um Hum.

F: OK. Good! Thank you.

G: Um…like being accountable, like say I need to have so I take out the folder that he said to take and like open it and like last year I sort of like fell behind in everything and it was not a lot of fun because like I never felt like I could do anything. And this year I feel like I can keep up with the class.

F: And that feels much better.

G: Yes.

F: Good! Excellent!

B: Being responsible…like uh….when you get some homework, you take it in when it is due .

F: OK. Being responsible for your own self.

B: Yes. And your schedule and what you're going to do..

F: And how does it make you feel when you're successful at being responsible?

(Whispering….good!)

F: You have some homework that's due and..

B: (Unintelligible) Kind of a mix of happy and a feeling that…um, I don't know what it is.

F: Would proud?

B: Yeah. Proud.

F: Happy and Proud? OK. Thank you.

F: Anything else anyone wants to say about skills that you've learned?

F: OK. Let me give you a question to think about for Thursday. And I want to thank you very much for coming to talk to me. I just think that this is so valuable because you guys know what you're talking about; you've studied EI; you're good at talking about what you've learned; and this is going to help other people. So, that's why it is so important. And thank you for coming to talk with me. OK. "So, the question for Thursday is: all these things that you've told me about…all these skills…all these emotional intelligence..um.. behaviors that you've learned…How have they changed, first, your classroom, and, second, your school. And that's what I want you to think about. How has emotional intelligence at XXXXX changed your classroom and then how has emotional intelligence at XXXXX changed your school? All right? Does that make sense?

G: When do we meet again?

F: Thursday at 11:30.

G: Wait. What was the question?

Laughter

F: How has emotional intelligence…learning about emotional intelligence…first changed your classroom..OK? .. and then how has it changed XXXXX?

G: My emotional intelligence?

F: Emotional intelligence…learning about emotional intelligence. And the skills and things that you guys have told me about. OK? All right. Thank you. See you on Thursday. Have a good day. 11:30.

SESSION 2

Dissertation Qualitative Transcripts   XXXXX   High EI Group
Session 2 March 20, 2008 Folder B file 04

F: OK. So, here we are at XXXXX Elementary School. It is March 20 and it's 11
    o'clock in the morning. And the question is: How has studying EI at XXXXX
    changed your classroom?
B: Well, I know definitely that we have meetings that if we talk about our
    emotional selves that that might make a new rule or might make a new
    boundary or something that will make the classroom better. So that's how
    EI changes the classroom.
F: Thank you.
G: Well, we…um…we do stuff ..um…we do things….
F: Want me to come back?
G: Yeah.
F: OK.
G: Um..well, in our class I think you can clearly see it cuz everyone is always like
    (unintelligible) to each other…we help each other with PE games and never get..
    I mean sometimes they do, but..I think less than other classrooms, they rarely get
    over competitive. And..um..it's just really nice in our classroom because it's
    so easy to be friends with everyone else. And..
F: OK. Thank you.
G: Kind of like what she said last time..um…it also helps because in the beginning of
    the year it used to be like…all the girls played together and then all the boys would
    play together, but now everybody kind of plays with each other. So, yeah.
F: So, that problem is gone. The girls…
G: It's still kind of there, but it's a lot better than it was at the beginning of the year.
F: OK. Thank you.
G: Um.. well, actually it's made our classroom a lot more responsible and aware of
    other people's feelings. And it's kind of helped people if they feel sad or mad.
F: OK. So people pay more attention to other people's feelings and, not only that,
    but they try to help if they see people feeling sad or mad or ….
G: Yes.
F: OK. Thank you.
B: Because of student agenda and stuff…we had some people get picked on a lot and..
    more than other people…and..um..and then we kind of understand what they're
    feeling because of the EI, of each other's student agenda, and we understand what
    other people are feeling and then we know better how to solve the problems with
    other people because we do understand what the other person is like….thinking.
F: OK.

G: Well, in the beginning of the year our teacher, he'd get like all the older students
    together and like have, like sort of talk about how to be better role models and…
    um…so like in the classroom whenever like some other people are talking ,
    we remind them to be quiet, just by putting our hand to our lips, and, um…we..

it's just a better environment for the classroom.

F: OK. Thank you.

F: All right. Let's make that question a little broader. In what ways do you think Studying EI has changed the school?

B: Well, if we couldn't control our EI, then it would kind of be like one big bully yard. The kids would go around like killing other people.

(Consternation among the students)

F: That may seem like a really big exaggeration but we know that it has happened… at certain schools, don't we? I mean it is a reality that, you know, that that has happened. And bullying has escalated to that level. So, you know. we're kind of horrified, horrified enough to chuckle. Where we say, oh my gosh, killing people! But it has happened. So, what you're talking about really is a reality.

B: Well, I know that we have sort of a big council called Student Council. And..um.. it's a group of people that come together and from each…two people from each of the classrooms and talk about it. And um…so someone's getting hurt or if some problem with the EI is happening over and over again, they bring it up and some people talk over the school announcers and so that's how it helps the school.

F: The whole school.

B: Yeah. It's so it can remind you don't do this.

F: So, if something needs addressing beyond a single classroom…

B: Yeah.

F: bring it to student council…and the student council can talk about it and ..then…um.. Probably solving can occur for the whole school.

B: Yeah.

F: OK. Thank you.

G: Um..well, for more of what he said..um…yeah, we have student council and like just by like being….this is more personal than for like everyone, but like if like to be elected as a representative you need to be like good with emotional intelligence, like likeable and stuff and nice to other people. And so, then…in student council you help people with their problems also and…yeah.

F: OK. So, in a sense it might be that the most emotionally intelligent people are the ones elected to student council. And so that helps the school, in that way. OK. We don't know about that for sure, but it might be.

G: Yeah.

F: OK.

G: For student council, what our teacher does, is she says if you've already been in student council then give somebody else a chance. Because if you're emotionally intelligent then you probably will be one of the representatives, but if you're not then you can get a chance to learn from student council. And…yeah…that's what our teacher does.

F: All right. What a great idea. So, it's not just um…something that is for people who already have the skills, but it is an opportunity to learn the emotional intelligence skills. That's great. Good. Anything else?

F: OK. Thank you. So, now, we talked about um…you're studying EI, the skills you've learned and how these things have changed your classroom and the school. Now I'd like to ask you just to reflect for a minute…of those things that we've talked about

that are EI skills that you are learning….what do you like best and why? Not just a one-word answer but…what, of those things that you are doing do you like best, and why? Another way to look at that might be what's been most useful and why?

B: Well, stepping back from a situation. I know that sometimes in sports or activities, it gets sort of heated and competitive…um..out on the field. So, our teacher said last year that we should step back and look at the situation and if it's gonna head somewhere bad where somebody's feelings will get hurt…they actually might get physically hurt….you should step off..er..step away and um…play another game. Another thing I like is sort of taking a breather. Just relaxing. And sort of make your mind clearer.

F: And then you can think better

B: Yeah.

F: And problem-solve better. Thank you.

B: Oh. In our class we do this one activity…we had to problem-solve together.

Other voices talk about the activity

B: Do you remember the rules for it?

B: Yeah. Or we were tied together and we had to figure out how to get apart?

F: Uh Huh.

B: And it also had perseverance.

F: And it helped perseverance?

B: Yeah.

F: OK. So, um, is what you're saying what you like about studying EI? The fact that you do activities that help you understand it…like the rope experience? OK. Thanks.

G: Well, this is a bit curious, but when we were on the overnight field trip, we weren't allowed to have dinner until we could (unintelligible) this game and we had to work together as like a group. So we had planks, wooden planks, and we had to pass it over and cross to the other side. But usually there were a lot more people than there were planks. There were people that had to go back and get everyone else across the other side. Until you could altogether have dinner.

F: OK. So, another activity that helped you see how working together is beneficial? And..and…how to..um…listen to other people?

G: Yeah.

F: OK.

G: We had also a game where there is a rope and we had partners and we would stand on one side of the rope and the point of the game was to get everybody on one side of the rope. But, first, everybody was like pulling each other trying to get on one side, but then after a while we all sort of realized that we could….one of the partners could just walk over to the other side and you could have everybody on that side. So ….efficient with teamwork. And we also weren't allowed to talk. So..

F: That's a hard one! OK. Thank you. Yes.

B: Well, for the thing…we were….basically, the rules of the game are…it's called..um..

G: Crossing the swamp

B: Yeah. Crossing the swamp. And..um…basically you have to work together and if someone's like falling….you can't fall into the swamp..

F: OK.

B: or you have to go back…

F: OK.

B: So, if someone is kind of like falling over you have to learn how to like help each other. And, hold on to them so that they don't fall. Then you can't get dinner. You could talk but it was really really hard. Some of the planks even had levels so it was like wobbly. And the back person has to pick up the last one..um.. pick up the last one..and then it just goes over to the first person. Then they set it down and they can't set it down too far or else the back person can't pick up the other one. And then they step on to that one and then move it up and then… you know…it just keeps on going and then you have to get back because then some people have to go back because there's other people waiting.

F: So, all the activities you're describing are challenging. And you have to work together…you have to figure out how to work together in order to make them successful. So, what these activities do, if I understand what you're saying, is they help you use these skills. All of the communication, and all of the listening to other people, and all of the sharing, and understanding how other people feel… all of that you need to apply in order to be successful. OK. Good.

G: Um…yeah…well, adding to the Crossing the Swamp thing…our teacher makes us play that every first day of school. It's like a tradition. So that like right from the beginning we can always be like know how to be cooperative and occasionally we play it for PE. And also, in the beginning of the year, he..um.. on the first day, he always makes us play a game called the Cooperation Puzzle.

F: OK.

G: Where we'll all…um..we're split up into 5 teams. And we're given an envelope with pieces. And, each person gets 3 pieces, and you, and you can't talk…you can't signal, and you can't write anything down. And, so, and you can't have a cow. (unintelligible) rule…And you have to take all the pieces and make a shape with them. There are a bunch of shapes that they could be. And eventually it was a square. So, and, you can't..you can't take, but you can give to other people and… it was really hard. Everyone always breaks the rules. So, it's like…

F: (chuckle) OK. That sounds like a challenge.

G: Um…about the Crossing the Swamp thing again. Um…we go on the overnight pretty early in the year. And so, it's kind of like…it's a game that we play on the first day that we get there. And we…and..and…it just teaches us how to be more together and…yeah.

F: So, as a result of that game, you feel more connected to other people.

G: Yeah. He does that every year.

F: OK. Cool. All right. Um…the last thing I want to ask you today is what do you find difficult about these things that EI teaches you to do. If you could think of one thing that, for you, is difficult, what would you say? OK.

B: Well, we don't have like the most cooperative of class. Cuz our class isn't really together. Cuz we don't always like whose around us. And we don't really get along. So..

F: So, kind of that's human nature?

B: Yeah. And we sort of try things to get to know each other better but they don't ever work.

F: OK. So, it's not easy.

B: Yeah.

F: It's not easy. And what we were talking about with perseverance.

B: Yeah.

F: (chuckle) OK.

B: Well, it's sort of hard to understand another person's view. Cuz if you sort of see it only your way, you're blocked by that. You can't see the other person's way. So, that's really hard to do.

F: Yup. OK. Thank you.

B: Um… for me, one of the hardest things I can think of is answering these questions. Cuz like it's hard to like think of stuff at the moment, but then like other times during like actual moments, you're like, "Oh, I remember that. I should have .. I should have said that at the thing with Barbara."

F: And so it's too bad I'm not around…

B: Yeah.

F: So you could run around and say, "Hey, I thought of something."

B: Yeah.

F: Yeah.

B: Um.. Sometimes I get mad at myself for doing stuff and, yeah…

F: OK. And that's human nature again too, isn't it? That's something we have to be aware of when we're studying EI. Cuz we know we can do that to ourselves.

G: Um…I…um…

F: Difficult….something that's difficult…

G: Yeah. Thank you. Sometimes people just like…if someone is doing something and it's just like you tell them to stop and then they kind of wiggle out of it, and it's really hard to, you know, just let it go. And like, um….not really worry about it too much. Just like…."Ugh, I'm so mad." But you have to keep it in.

F: OK. So, managing your emotions…

G: Well, I mean but it's kind of just like…you just don't…um…don't get like…. just let it go…

F: Just let it go….And that's hard to do sometimes.

G: Yeah. It's hard.

F: Yes.

B: Well, um…our teacher wants us to integrate…

Voices: "Oh yeah."

B: boys and girls. And that's really hard to do.

F: OK. That's a hard thing to do. It takes all your EI skills. (chuckle)

B; Well, yeah, like sort of what she said…if something happens to you by someone else, it's sometimes really…like if they did something mean to you it's sort of hard to like keep it in and just not like do something to them because you're really upset. But you would just have to like hold…like hold it in and don't do anything until it's all over.

F: So, again, that's managing your emotions and that's hard to do.

B: Yeah.

G: Well, um…I think the answers to these questions are hard too. Because you can't ever…you can't ever think of anything like that she said…can never think of

anything when you're being asked. Um…like, but, later when you think of something, you're like, "I wish I'd said that…"

F: Well, you know what…maybe we can figure out some way that we can allow you to do that….like you can write what you think of down on a note and leave it for me in the office. And then I can read it? Would that be a good idea?

G: Where would it be?

F: I'll have to talk to Chris and Barbara and just see…but, yeah.

G: Don't you want it to be recorded?

F: Well, if you write it down just don't put your name on it. That will be the same thing. Then I'll just transcribe it.

G: Yeah. I think the hardest thing for me….I have this friend and she's really nice, but she gets her temper up like when I do things that I didn't realize I was doing. Most of my friends don't think a big deal of it, but she gets really mad and so, it's hard for me to deal with that sometimes. Because she'll get really jealous if I'm playing with my friend…my other friend. And she'll come up to me and try to separate us two sometimes. And…I just think that's..

F: It's a hard problem to solve. It sounds like you're really aware of the emotions, both yours and hers, and so you're applying your EI. But then it's hard to step back and figure out how to solve it.

G: Yeah.

F: OK. Good! Yes. And then we have to leave.

B: What time is it?

F: 11:25.

B: OK.

F: so, all right…so, um…thank you for coming today. I hope you all have a great break. And, when I meet with you after break…we're going to meet one more time. Um…what I'm going to ask you about then is how it feels. Now what we've talked about so far is kind of all of the….what is it?... how does it work?...what do you like….what don't you like…..The last session is going to be about feelings…how does it feel? All right. So, just to kind of give you a heads up on that.

B: What days and what time?

F: I don't know. I'll have to schedule it with Chris and Barbara when we get back. All right. So, everybody have a great break. Thank you very much. And be safe going back to class.

F: All right. So, we are at XXXXX Elementary School. It is March 17th at 11:30.
Please do not touch…..17th…20th?... Yes! I lost 3 days! Um…at 11:30
and we're talking to 5th grade students about studying EI. So, the question is…
how has studying EI at XXXXX changed your classroom? Remember we
need to listen to what other people are saying and if you'd just give me a
little hand raise…then I can….signify that you should go ahead. OK.

B: OK. Last time you told me and one other person that we should answer
a different question…because we're new here.

F: OK.

B: And I can't remember the question.

F: OK. Let me come back to that…and let's do this one first. I do want that
question and I'll give it to you again. OK. Go ahead.

B: Well, um…for our classroom, I think it's made it a bit more fun because I
like to…I like to be funny…So, um…I guess I try to make people laugh.

F: OK. And uh…how does that relate to what you've learned in EI?

B: Um…well, it kind of helps me think outside the box.

F: OK. And that's a wonderful phrase. I love that phrase, to think outside the
Box. What does it mean?

B: Um…instead of saying, "oh, you have to do this and then this…" it's just
kind of having fun with it, and thinking of new ways to do it instead of
just the same way the whole time.

F: OK. So, that's kind of a part of learning what your strengths are? And working
with your strengths?

B: Yes.

F: That EI skill? OK. Thank you.

G: I completely agree with him.

F: Being funny?

G: Yeah.

F: Helps your classroom? You like to be funny too?

F: OK. And how is that an EI skill?

G: Well, I guess it's not really an EI skill. It just helps me feel more relaxed.

F: OK. All right. And, in studying EI have you learned anything about stress and
relaxing?

F: Anybody can answer that.

B: I think…this guy…and there's some other people and this guy…um…helps our
classroom be better because they can help you with a lot of stuff when it is time
to work and like help you figure out it…but, and also they can be funny…like…
sometimes not at the best time, but they'll be funny and then it helps make the
classroom more happy.

F: OK. And so, a happier classroom is less stressful?

B: Yeah.

F: And it is easier to work in. OK. Any other ways that studying EI has changed your classroom? Yes.

B: Um…it's hard at like lunch and recess and like those kinds of things…cuz, it's hard to sustain friends. And like make new friends…so, like, yeah, um… it can give more fun.

F: OK. Because people are..

B: Well, yeah, with EI, we like learn how to say no to some things, like, without like actually hurting anyone's feelings. And, like…yeah. And then you can learn how like if some…if a friend is mad at you to still be friends…be friends with them.

F: So, it helps you learn how to get along with people and um…solve problems with them.

B: Yeah.

F: And…you said that makes the playground and the lunchroom a better place.

B: Yeah.

F: OK. Thank you. Anything else?

G: Um…well…I know should you be nice to other people, they'll be nice to more you know, other people…so, it kind of spreads around the whole classroom. And, um…and if you have friends in other classrooms, and you're nice to them then they'll be nice to the people in their classroom.

F: So, EI skills are kind of catching. They can just get bigger and bigger.

G: Yeah.

F: OK. Good.

G: But some people like aren't as nice, so they kind of like drop it. But the people who have already heard the nice things just feel happy.

F: OK. It makes you feel happy. Good! Yeah.

G: Um…well….I guess…I guess that it helps sort of to control the class like the class just gets too out of hand because then they know that they won't get, you know, like as much work done. It's not like they don't really care.

F: So, somehow…EI has made people care more? And be more responsible?

G: Yeah.

F: OK. So, they're more accountable for themselves?

G: Yes.

F: OK. Good. Yes.

B: Um…I kind of think it helps like the opposite of that Comcast ad where one person does something bad to one person, (unintelligible) where it kind of works like a chain, um…doing the EI helps it, so if somebody's like printer doesn't work and then they like push you over and then blow your lunch…Um…it kind of helps you learn to let it go.

F: OK.

B: Like…ask them to not do it again and then…and then just have your lunch.

F: OK. So, learning to let go and then be assertive…really helps the classroom, and maybe the whole school.

B: Yes.

F: OK. Good!

B; Well, it helps a lot in predicting what other people are going to do. So, when I go home, I already know what my mom is going to ask next. Like, if she wants me to

clean up my room or not. So, I can usually prepare for most things.

F: OK. So, thinking about other people helps you prepare for things that are going to happen and then…you handle them better?

B: Uh Huh.

F: OK. Great. Thank you. Anything else? All right. Thank you. Those were good answers. Um…the next question I want to ask you is…um…what do you find difficult about EI? We've been talking about lots of good things that happen, you know, as a result, and things that become better. What kinds of things, studying EI, do you find difficult? Yes.

G: Well, I think the teachers they…like… (Unintelligible) They, I don't know, require, or like hope that you in plan…they like want you to be responsible. So, if you don't like be responsible they get all disappointed. You're like…supposed to be…and if you don't they're like mad at you…not like (unintelligible) like basically, just do what the teachers tell you they want you to make decisions for yourself and all that…and if you don't, then they're kind of, you know, mad.

F: OK. So, because you study EI, your teachers have certain expectations.

G: Yeah. That's right.

F: And if you don't meet those expectations, then you feel…um…that the teacher is disappointed?

G: Yeah. Kind of. Only like more need you to try to meet their expectations and are disappointed if you can't do it.

F: OK. So, that's just something that's kind of like a fall-out…

G: Yeah.

F: From studying EI. And it's a bit difficult? OK. All right. Anything else about EI that you try to practice or use that you find difficult?

B: I don't have anything.

F: OK. Oh, now you do. OK.

B: Um…never mind.

F: OK. This seems to be a difficult question. Yes.

B: Well, part of me is really difficult, about the EI thing…well, um…it's not something that is required. It like is something like…um…mind games with someone. That help, but it's very annoying. Cuz (unintelligible) Uh…I can't think of how to describe…

F: Did you say mind games?

B: Yeah. Like…um…We were playing board games…then like…um…(Unintelligible) to try to determine if someone is lying or not or to find out if to know about or to find out what they're thinking about… no not thinking

F: Maybe understanding other people's motivation…or… …

B: Yeah. Even if they're sad and if they're trying to be happy…to find out if they're um…if they're really sad or if they're really happy.

F: OK. All right. So, are you correct in the emotion that you're reading and is the other person correct in the emotion that they say they're feeling.

B: Yeah. Because it takes a long time for you to be absolutely sure before you ask the other person cuz if you get it wrong you…they…think you're weird

F: OK. So, you want to be careful with EI.
And what…by the time you get to checking it out you want to have spent

    some time really being sure….

B: Um

F: that you're right. OK. And that's a bit difficult. Thank you.

B: Um…I think that EI kind of helps you like for a card game called BS, like…you have to find out if that's when they put the card down if they're lying…you have to go in order. So, I think it helps you to find out by how they look and if, like you talk to them, they…um…get…like "Are you lying?" You can kind of tell from how they talk.

F: So, you get better at reading people's…it's called non-verbal communication. …the look on their face…the tone of their voice…their body language… by studying EI.

B: Um hum.

F: OK. All right. Thank you. Did you have your hand up?

B: No.

F: No. OK. Anything else anybody can think of that's difficult…those were good answers. Thank you. All right. The last question we want for today…

G: Have we got like 10 minutes?

F: Uh…we actually have 10 more minutes , but I'm only going to keep you about 5.

G: OK.

F: OK?

G: Um hum

F: OK. The last question, and think carefully about this…What, if anything, would you change about your EI training or study here at XXXXX?

B: Um…this is the question that you said we have to think about, right? Um… Last time you said some people who are new have a different question. And I'm new, so…

F: And the question was…how do you see EI making XXXXX a different school from other schools you've gone to? OK. Go ahead.

G: Um…I found…think it helps…at the last school I went to…I think it helps the teacher…teachers be a little more relaxed. Cuz at the last school that I went to um…um….there was a 4th grade teacher and she always didn't like she was really stressed out and she was always like kind of mean. And… only to a certain amount of people. And I think with the EI the teachers also kind of learn how to deal with kids who think differently.. they can…um.if they share they feel and stuff, um… they can kind of how they think, you know, and then they find out (Unintelligible)

F: OK. So it not only effects the students, it also effects the teachers. And this whole process of communicating using EI helps teachers to really understand their students?

G: Um hum.

F: And that may make then more relaxed.

G: Yes.

F: OK. Thank you. Did you want to answer that question, cuz you came from another school too? Do you see anything different at XXXXX because of EI? From your other school?

G: Not really. Cuz I can't really remember much from my other school.

F: Oh. OK.

G: That was in 3rd grade.

F: That was in 3rd grade. OK. All right. So, let's go back, and thank you very much for that answer. Let's go back to the other question. Uh…what would you change? If anything, about EI studying here at XXXXX?

G: Well, we don't like really study it. We just kind of do it on our own. But…um…it would kind of help if um…maybe our teacher like would teach us a bit about… cuz we're kind of studying the human body, so we're kind of learning about how the body functions. So it would kind of help if um….a lot of people just knew how the brain works. That way they could kind of learn how to control their emotions…

F: OK. And that's a big part of it, isn't it? Because so much of what we know about EI comes from brain studies now. And we know a lot more about how the brain works than we used to.

G: It's complicated.

F: It is complicated, but we're learning a lot of things that really are useful to us.

G: It this going to help the brain? (Unintelligible)

F: Yes. What it does, is it builds stronger neural connections and it helps you to …um…be able to use these skills more easily. And that effects a lot of things. Not only your social relationships, but also how well you do in academic subjects. So, it's pretty interesting. Yes?

B: Are you a doctor trying to find out how to do better surgery on the brain?

F: No. Nope. I'm an educational researcher and what I'm trying to find out is… What happens to students who study EI? And…how do they think and feel… and how are they changed? And how is the school changed by studying EI? Can you tell from my questions? Yeah?

G: Are you doing this at different schools?

F: Yes.

G: Really? Cool.

F: Yes.

G: Uh….This isn't really about EI, but why did you pick us?

F: Why did I pick you? Because you study EI from the time you're in kindergarten. And so, as you guys have explained, you have all different…uh…approaches to studying EI but most of you, from the time you're in kindergarten, by the time you're in 5th grade have really become pretty competent in EI skills. I wanted to see what you think. Yes.

G: There were lots of 5th graders who did that survey thing…why did you pick us?

F: Why did I pick you? Because your scores were good and test scores can only tell you so much…

G: But, how did know our scores?

F: How do I know? I have your ID numbers.

B: Yeah, but…how does that make it a good test?

F: Oh! Just like any other test. Um…you have more answers that are strong answers… in an area and that gives you a higher score.

G: Oooh! OK. It's another kind…it's not like…

F: No. It's not like a math test. Um… It's a different kind of test, isn't it?

G: You score it like…

F: Yes.
B: Was this the computer test?
F: Yes.
B: The one on the computer?
F: Yes. Yep. OK. One more thing…
B: (Unintelligible)
F: And then we have to go for today. Yes.
G: Well, when you scored us, did you score us if we had the most normal
    answers, or the most positive answers or was it different…
F: It's hard to explain. It's strengths. It's a strength…there are like 8 different
    emotional intelligence strengths…And so, what it does is it goes through and
    looks for those strengths.
B: Say you wanted to study just one of us..
B: What strengths did I have?
F: I can't tell you unless I could look at your reports and tell you and I can't,
    because I don't know your names. So, I'm doing all of this anonymously.
G: OK. There are 8 of us and we each have a different strength…
F: Um…it doesn't quite work that way. Yes. You had a strong strength in at
    least one area.
F: OK. So, let me give you some thinking for next time. I'm going to meet with you
    after break and I want you all to have a really good break and thank you for coming
    and helping me with my research…
G: OK. After lunch we're going to come back here?
F: No. After break…After Easter break. So..
B: Spring Break…
F: Spring Break…So, my next question is going to be…listen to the question…is going
    to be about feelings…So we're going to be talking about…what we've done so far
    is what do you do in EI? What you like best? What you find difficult? Now we're
    going to talk about how it makes you feel…when we come back. And that will be
    the last time we meet.
B: How many more meetings do we have?
F: One more. OK? And thank you so much for helping me and have a great Spring
    break. I'll see you in a couple of weeks.
G: What time is it?
F: It is…five…almost five of twelve.

XXXXX Elementary School   High EI Group   9:30 AM   March 20
Session 2   Folder C   File 03

F: OK. We are recording. This is…uh…XXXXX. This is group # 1.
   And it is March 20, 2008. And…uh…last time we met we talked about
   the social and emotional learning programs at XXXXX and…uh…
   we talked about how the new skills affected each one of us in the group
   and what skills we had learned from those programs. And just to refresh
   your memory, primarily we talked about leadership skills and then
   understanding other people's feelings, as a result of the buddy program
   ….Um….and working with some of these skills with the buddy program
   was important to a lot of you…uh…because it really helped you to practice
   the skills. OK. So, um…what I asked you to think about for this meeting
   was…how have the programs that are social and emotional learning programs
   at XXXXX changed your classroom? Then we're going to talk about
   how those programs have changed XXXXX All right? How is XXXXX
   different from other schools because of those programs? All right. So,
   let's start with your classroom. ..And you don't have to answer. Just, if you
   have something you want to say…just do one of those little half hand raises
   and I'll just point at you and then you can answer the question. All right?
   So, the question is…How have the social and emotional learning programs
   that we have talked about at XXXXX changed your classroom?
B: I think they make our classroom a lot easier to work with because aren't
   sad..or not really acting normal, then you…it's just like you feel more
   comfortable.
F: So, um…because, if I've understood what you've said correctly, because
   people are dealing with their feelings..
B: Uh Huh.
F: It makes your classroom a lot more comfortable.
B: Yup.
F: OK.
G: Um…Let's say when people aren't being…um… as nice as they could be to other
   people…um…it makes you think…um…about what you would do if you
   were talking to your buddy or talking to a friend.
F: OK. So, um…because you have social and emotional learning programs like
   the buddy program…um…when you see someone who is acting sad or not
   dealing with their feelings, you think about how to deal with that like you would
   with your buddy.
G: Yeah.
F: OK. Thank you. Any other ways that the things that you do…the stars for another
   thing that you mentioned…um…have changed your classroom? It doesn't have to
   be on that…anybody got any ideas on how…
G: Well, with the stars you…um…they read out what is done well in class…um
   …other people read about what they've done well in class and you think how you
   could do that well too.
F: So, would you say the stars are inspiring? Cuz you see what somebody else has

done and that inspires you?

G: Um hum.

F: Cool. OK. Anything else?

F: All right. Let's move from the classroom to the school. How have these programs changed XXXXX? And so, really, the question there is: how is XXXXX different from other schools that don't have these programs? What do you think?

G: I think we'd be much better off, like, we'd be nicer to the little kids than some other schools because they don't have…they can't be with the smaller kids as much.

F: OK. So, the buddy program makes you think about how to deal in the right way with smaller kids. And if you didn't have that, you might not deal with them in such a good way

G: You might not have as much patience if you don't know them as well.

F: OK. So, the buddy program helps you to get to know the younger kids and once you know them, you're more patient with them?

G: Yeah.

F: I see. Do you…OK. Well, here…(chuckle)

B: Um…Well, the buddy program makes us feel important because we have little kids looking up to us. So, that makes us feel better and it just makes the school a lot more fun to know that someone is looking up to you.

F: OK. That's a…a really nice feeling…

B: Um..yeah.

F: To have someone look up to you. OK. And I'm trying to remember… Is the 5th grade paired with the 2nd?

Chorus of "Yes."

F: 2nd. OK. All right. Good! Anything else…about the social and emotional learning programs and how they make XXXXX a different school? I kind of wanted to hear what you had to say about The XXXXX Way.

Several Voices: "Oh, yeah. Yeah."

F: Cuz I think that's something really different…

B: Well, the XXXXX Way is basically just being nice and helping out with things So, basically, we're good role models for the 2nd graders, I think, because then when they get to 5th grade, they'll know what it's like and they can know what to act like. And then, they learn more of the XXXXX Way..

B: We didn't used to have the XXXXX way ..

G: Until this year..

B: Until this year…thank you.

F: OH!!

(chuckle and voices)

F: I didn't realize that…

B: No, but, yeah, so it's …that's a good example for like the kindergarteners Cuz as they get older…in 5th grade…then they'll know what the XXXXX Way is and use it a ton.

F: OK.

G: That also separates us from other schools in that I don't think they have like a motto or anything…

F: OK. Thank you.

G: Um…what the XXXXX Way does is, like the kindergarteners, when they come in, they have the XXXXX Way and they know how to act once they get to 5th grade.

Voices: Yeah.

F: OK. Good.

B: The kindergarteners might not completely understand what the XXXXX Way is, but then if they see the 5th graders doing the XXXXX Way that…the 5th graders tell them it's the XXXXX way…then…then they would know what it was and they could…

G: do the XXXXX Way

F: OK. So, what you guys have described, really, is being looked up to…because every one of you has said that the kindergarteners will look at the 5th graders and see how they behave…So…how difficult…

B: It'll keep it going on because then when they get to 5th grade, they'll do it to the younger kids…

F: OK. So, they'll kind of grow into that way of behaving and that role model. Does that put extra pressure on you…to be that role model? How does it feel to be that role model?

G: It doesn't put that much extra pressure on cuz you know that if you make a mistake, you can always tell the buddy that that's not a right thing to do.

F: So, it's OK to make a mistake…and that's part of what you're teaching your buddy too. OK. Good!

B: Sometimes when you're reminded that everyone looks up to you, it kind of feels like you're being watched, sort of.

F: OK. And, is that…a little difficult?

B: Um…sometimes, not all the time though.

F: OK. All right.

B: You feel like you can like control them if…you can tell them (Unintelligible) so you feel higher up.

F: OK. Um…I'm wondering if control is the word you wanted to use…

B: Not control….just …

G: Influence..

F: Ahhh. OK. All right…And there's a difference between those two words, isn't there? Cuz one…control implies what?

B: Force

F: Yeah.

B: Yeah.

F: Yeah. Whereas influence…implies…that you're leading. Right. That you model… OK. Yes?

G: Um…I think it puts some pressure on, but it's also a lot more fun.

G: Cuz there's pressure because you want to show them how to do the right thing… but it is also a lot of fun.

F: OK. All right.

F: You get to do all sorts of fun activities…

F: OK. So…

G: With the holidays…

G: Yeah.

F: Ahhh!

G: I remember when I was in kindergarten and we made gingerbread houses with our buddies.

B: Oh yeah. That was so fun.

F: Cool. All right.

G: Um…it does put some pressure on, but it's kind of a good pressure cuz you know that you should do things right when you're around the 2nd graders just so that they don't do things…copy off things that you do that are wrong.

F: All right. So, it's not SO much pressure…

G: Yeah…

F: But it does…it's enough to make you think.

G: Yeah.

F: OK. Good. All right. OK. So, uh…let me just ask you…you mentioned some of the fun things you do…with your buddies, particularly around Holidays… Um….can you tell me…I see you just mentioned the gingerbread house when you were kindergarteners… Can you mention like a couple others?

G: Um…we made pump…well, in our class we made pumpkins with our buddies… So we decorated pumpkins like with little….yeah.

F: OK. All right. And that was fun..

F: OK. Yes?

G: For Valentine's Day, sometimes I remember we made like a bunch of cookies Um…and made like heart baskets…

F: OK. So, you cut out cookies in the right shapes, then you made baskets in the shapes of hearts…you did cards…OK. Cool.

B: Well, we exchanged cards, like Valentine's cards…

F: OK. All right. So, that's something…it like builds a relationship…?

B: Yeah.

F: With your buddy? And that's sort of the purpose of the activity? OK.

G: Um…well, it's a lot of fun…like last year when we were in 4th grade with the first graders…um…we did this thing where we had all sorts of different popcorn,

F: OH?!

G: And then we got to choose which we like best.

F: WOW!! Different flavors?

G: Oh year.

G: Yeah

G: Cheese, no butter, butter,

(Lots of chatter about flavors)

F: That sounds like fun. And does that sort of point out that people have different tastes…people are different? Cuz some people liked one kind and some people liked another?

G: Yeah.

F: Which is an important thing to recognize, isn't it, that people are different? Yes.

B: Well, also, another thing I remember we made those…like um…those

knit things that you make with their hands..

(Chatter about the knit hands)

B: Yeah. Those finger knitting. They're…I remember the buddy used to really
    like that and there was a girl that talked about sheep and how they got the wool
    and how they sheared the sheep…

F: Ahh!! So, you learned…

B: Yeah. It was…it was pretty interesting but the buddy like really enjoyed it.

F: Cool. And so you learned where the wool that you were working with came from.

B: Yeah.

F: Tied it back to the sheep…

B: Yeah.

F: Yeah. There are a lot of people who have never experienced a farm or who don't
    know, you know, city people..?

(Voices…unintelligible)

F: Yeah. That's a good connection.

G: Halloween we made these cookies with…um…toppings. We made the different
    toppings…

G: Oh…

F: And did it taste really good?

G: Yeah.

(Voices Unintelligible)

F: All the different toppings…It made you sick…too much sugar?

Voices: Yeah.

F: OK.

G: For winter we made snowmans out of

G: Men…men

G: marshmallows

F: OK. Out of marshmallows? Oh, that sounds like fun…Great. Yes?

G: And then for Valentine's Day last year we went to the 1st grader's classroom
    and their teacher had hot chocolate and heart shaped cookies that we got
    to decorate and we got to eat.

F: Oh, fun. Good!

G: It was a lot of fun!

F: Yep. Eating them is as much fun as decorating them.

G: We got to have hot chocolate.

B: I don't remember what we did for Martin Luther King Day, but we usually
    talk about and read a book with our buddies.

G: We just read a book.

B: Oh yeah…we…um…we made some…I have a Dream..

B: Oh yeah. The cloud bubbles

B: So, you'd say you have a dream about something and you exchange it with your
    buddy and tell him why you'd do that.

B: And also with Valentine's Day, we make like heart-shaped animals…we made
    Out of little heart shaped…they're right outside there.

F: OK. All right. So, what you're telling me is, with your buddy program, you're
    building a relationship with your buddy through all these activities…you're

getting to know each other…

B: Yeah…and learning things….and learning things.

F: And learning things…also sharing like dreams, and ideas, and sort of inspiring

G: Yeah.

F: …your buddy…making plans…so, it's more than just about making cards or eating something…

Voices: Yeah

F: It's really about developing a relationship…

B: You learn…being able to socialize well.

F: Being able to socialize well. All right. Great!! Thank you.

F: All right. The next question I have is what do you like best about all of these…
And what I'd like to do with this one is just to have everybody answer it;
now, if you don't want to answer it, you can say pass. But what do you like
best about the social and emotional learning programs that we have
been talking about. And if you could just give me like one or two sentences
as to why. You know, not just a single word answer. OK Um…

G: Um…I like the buddies best

B: Why?

G: Because it really…it really makes you feel important. As the little kids that…really
really look up to you…and want to be just like you. And you also have a different
buddy every year. So, you get to make friends with different kids.

F: Good. OK. Thank you.

G: And at different…oh, adding on yours….and at different ages you get to help them
like when you're in 3rd grade the first year you have buddies younger…yeah, it's
kindergarteners so you have to be extra careful with them. I think we used to have
like the kindergarteners and 1st graders had 2 buddies, one younger then one older,
that's what we used to do, but now just each grade has their own buddy.

F: OK. Thank you.

G: Um…well, kind of what she said…I kind of get bonded with different people
and you learn stuff about different things while you have…doing some stuff.

F: Great. OK. Thank you.

G: Um…well, you…you're getting to know um…different people um…that are younger
than you and you don't just think that they are younger than you and so they should
look up to you and not do what…and not…and you shouldn't talk to them or
be their friend.

F: OK. Thank you.

B: I think that…um…the buddies are really fun, but also there's other things that also
teach you emotional in…

F: intelligence…

B: Yeah. Intelligence. Um…

F: Can you name something else?

B: Um…well, the making stars is one. Basically what we discussed last time
was a lot…

F: Um hum.

B: But, what is also emotional intelligence, but that is to say that the buddies was not all.

F: OK. All right. OK.

B: During the beginning of the year, we had a class with Jim Wilton and he taught us about leadership and stuff.

F: Oh. OK. Just the 5th graders?

B: Uh Yeah. He came to our class this year...the 5th graders last year.

F: Oh nice!

G: And I still have my little red string…

F: Oh. And what does that signify?

G: It's something he gave us. I'm not quite sure for what..

B: Yeah. I know. Oh!! If you…if you say "tnoci" the other way around, which is, "I can't."

Gs: Oh!! Oh!! I have to tie another knot…

Giggles

B: Then you tie a knot on your red string..

Lots of Voices

G: And it makes…..and it symbolizes your life and it gets shorter and shorter every day that you say, "I can't."

F: Oh! What a nice image! I like that.

B: He has like a lot of those things if you go up in his other classes…

Voices…That was the beginner class…

B: I'm doing the intermediate right now. With some other kids….and he just has a lot of those and it is really fun, but you have to get….what we're talking about, you have to really do it so it's kind of hard to explain.

F: Right. And it was nice to see…the string actually…cuz I can understand

G: I tied some of these knots for fun.

F: Laughs OK. All right. That's good.

B: I tied the knots in my shoe and then it fell off. And it was a new shoe too….

F: We have about 5 more minutes and so, uh…I have one more question today that I would like an answer from anybody who wants to answer. And again… remember, I'm trying to get what you think, so…think about it. It's important what you think. OK. So, this question is what, if anything, would you change about the social and emotional learning programs or studying emotional intelligence here. And this is a hard question. Because you're doing a lot of things that you really like and you've expressed very nicely that you like them and why you like them. So, this one is more of an analysis. What, if anything, would you change, if you could?

G: I'd like to have buddies more often.

F: OK.

B: We don't have buddies that much. We used to have it more.

F: OK.

G: So, that's why I want it more often!

B: It changed. So now we have them about once a month.

F: OK. If I can just ask a question on that. How often did you used to have them?

B: Like once a week.

G: Once every two weeks.

F: OK. And did it…do you think it got too hard to fit into the schedule?

Voices: Nah.

F: Is that why it was changed?

Voices: They need to just plan it.

F: You don't know why it was changed. OK. All right?

G: I'd like buddies more often and also for a longer time because like…

 B: I know you only get…you only get like…

G: You get like an hour…

G: You only get like 45 minutes or half an hour or something each time
    and

Unintelligible Voices

G: So…it's like…like if you had it more often and you got to do it longer like
    …like an hour and a half or something…then you

G: Then you'd actually have…

G: Then you could…

G: Then you could finish the project you're doing and like read a book with your
    buddy. You might actually be able to get to know your buddy better than …
    just like doing the project with your buddy.

F: So right now it feels a little abrupt.

G: Yeah.

F: A little short.

G: Yeah.

G: Um…we could have buddies from different schools that we get to know what
    Tte buddy system would be at that one…

F: OK.

G: That would be really complicated though….if you're going to like a different school
    every time.

B: Yeah.

F: That could be hard to schedule.

B: We…we used to have pen pals which you would…from your grade…from your
    grade level you would like send letters to them and every so often you'd go and meet
    who your pen pal was.

Voices: Oh yeah.

B: And you'd get to talk with them.

G: I think we did that last year…

B: Yeah. We did that last year.

F: OK. Let me just ask you a quick question, if I might. When you go to 6th grade,
    do all of the elementary schools go to the same middle school?

G: There's 2.

G: No, there's 3.

F: There's 2 middle schools.

B: There's 3.

G: There's like 2 main public schools.

B: There's 3; 2…

Voices name the schools…

G: XXXXX, XXXXX and XXXXX and also some people…you know there's some
people…that might go to a private school.

F: OK. All right. So, you're not all going to go to the same place for 6th grade.

Voices: Not necessarily…No…It depends on….

F: Wasn't sure how that worked…

G: Um…the other thing is…um…you might wanna ..What I would change is to mix up the buddies cuz we keep our buddy the whole entire year, so maybe you could get to know..

B: More people…

G: Yeah….more people and you would…Unintelligible.

F: OK. All right. Um…what about the…uh…the stars or anything about the Walter Hays way? Anything about either of those?...that you would change?

Whispering

G: I think they're good the way they are.

F: They seem to work pretty well.

G: Yeah.

B: The XXXXX way and what?

Voices and F: stars…the stars…

B: What do they call the stars?

General patter

G: They're the XXXXX way stars.

F: OK.

G: But mostly we just call them stars cuz…

F: OK. Right

XXXXX   March 20, 2008   10:30 AM Session 2   Low EI Group
Folder C   File 04

F: OK. We are on. This is XXXXX. This is…uh…March 20th and
we are…uh…10:30 in the morning. And…uh…today we're going to
talk about how the social and emotional learning programs at XXXXX
have changed the classrooms and the school. So, does anyone
have any thoughts?

G: Um…it's changed the classroom because now we have like…uh…you
know the stars that we do? Now we have a whole corner where we have like
a…like a bucket with the stars…which every time we see something nice
or anything that should be written on a star we just go over there and write it.
And so that changed the classroom.

F: So, do you find people use that a lot?

G: Uh…uh…yeah. Not that much…not a lot of kids write it, but like some.

F: OK. Let me just follow up on that. Does that make when a star gets
written on more special?

G: Um…well, sometimes we talk about the stars like before an assembly
Like…do…we..well

B: We talk about the stars before the assembly

G: We mostly get to write the stars right before the assembly…um…we sit down
in our…one part of the room and we talk about things that are good and write
it down on a star. So, we usually write down the stars before the assembly.

F: OK. All right. So, that's changed your classroom?

G: Yeah.

F: …In that people are thinking about nice things?

Voices: Yeah.

F: OK. Thank you.

G: Um.…well, it's what they said. We do…do the talking about stars.

F: OK. Let me…um…ask you about the leadership that 5th graders do.
Has that done anything to change your classroom?

G: It has…kind of…uh…helped the school. You know, changed the school
That…the kids can do something to help the school.

F: OK. So, what you're doing with your leadership jobs is you're helping the school
And that changes the school itself. And makes it…

G: …a good place.

F: …makes it a good place. OK. Thank you.

G: And that….the leadership jobs change the classroom because…um…kids
are very supportive of each other. So, like if, for example, there was
someone in our class named Bob and he had a job that he needed to do
on Thursday morning. And, for example, um…Jenna would remind him or
something. Like we remind each other of jobs and make sure that we don't
miss our activity.

F: So, because the leadership jobs are important people support each other?

G: Yeah. And remind…

F: Remind each other that they need to be done because they're important.

G: Yeah.

F: OK. Yes.

B: In the, like the, kinderbit, they think the 5th graders are like bullies and mean, but when you go to the kinderbit, they find out that you're not that mean and you're nice.

F: Ahhh! So, you think that what the 5th graders do changes life for the kindergarteners?

B: Yeah.

F: Because they're kind of scared of you? But then with the buddy program and the jobs that you do….and what are those called? Kinder…

B: cadets

F: Ah Hah! I couldn't remember…Um…the kindergarteners learn that 5th graders aren't big, bad bullies. And it changes their life.

B: Yeah.

F: OK.

B: So they don't have to hide…

F: So they don't have to hide…or feel scared! Good. Thank you.

G: Oh, when the kindergarteners get to know us, so like on the playground or something if we ever see them, and they say hi to us sometimes if we get to know them…

F: And how does that make you feel?

G: It makes me feel happy like…just like…the kindergarteners like us.

F: Yeah. And they say hi and know you and they recognize you. I mean I can see from the smile on your face that it's a happy experience. OK. Um…What about the assemblies? Where you have themes? And then there are like skits? You were telling me. Has that gone on for a long time and has that changed the school, do you think?

G: Well, you know, one thing is the student council. You…to get into student council you have to like write why you want to be in it. And they don't…um… the teacher reads it to the class and if…um…they don't say the name…

F: OK. So, it's anonymous?

G: Yeah. And then they vote which one is the best…the best kid from like each 5th, 4th…and…

G: 3rd grade classroom…

G: Yeah. Go to a room and then they talk about how to do things and how to change …like they will make money to make the school a little better and I think they can make it change…

F: OK. So, really what the student council is doing is about making the school a better place. OK.

G: The student council…they're the ones that plan…cuz there's 2 people from each classroom in 5th, 4th, and 3rd grade…so, that's about like 15 or so kids…

F: Um hum.

G: And…and…like…um…And they plan the Spirit days in our school like Pajama Day and they host the student store.

F: OK.

G: So…we can buy like XXXXX pencils or stress balls or…

F: OK. So, those are all leadership activities that the student council does…

G: Oh… sometimes (unintelligible) in charge of the leadership…they do something else…but the leadership…the teachers…

G: Don't the teachers choose who does the leadership jobs?

B; Yeah… like every week…every two weeks we switch off.

F: OK. So, when you have a leadership job, you only have it for 2 weeks?

Voices: Yeah. Yeah.

F: OK. Good.

B: And you kind of recently…they…if you miss your leadership job 3 times, you have to clean up the playground. But some leadership jobs, you only do it once a week, so you can't miss it 3 times.

F: Oh!! (Chuckle) So there's a little inequality there. OK. All right. Um…yeah, you know that's the thing with systems. Nothing's perfect. Right?
OK. Thank you. So, now what I'd like to ask you is….and if everybody could just think about this before you answer…and then if everybody could give me an answer…What, of all of the things you do at XXXXX that you've talked to me about, do you like best? And then, why? So, you know, don't just give me a one-word answer; think for a minute about why you like that best. OK. Yes.

G: Uh…I like…um…leadership jobs the best because, first of all you get to…um… help…um…the school. And you get to…uh…help teachers and you get to know other students, if it's like kindercadets, or something like that…

F: Um hum.

G: So, you have…you enjoy it, so…I like that.

F: So, it's fun; you're doing something helpful, but it's also fun.

G: Yeah.

F: Good. Thank you.

B: Um…I like student council since you know you're helping the school and you're making it a better place. And the people…so think…um…people who are not student council…they can think of something that they might want in the school and they tell the student council member, and the student council members end up meeting. When they're at the meeting they talk about the stuff.

F: OK. So, it's not just the student council that comes up with ideas; everybody can…

B: Yeah.

F: And then you can talk to your student council member from your classroom and that idea gets passed on to make the school better. Good. Thank you.

G: Um…I…like the leadership jobs for most of the reasons said…she said. And… I do like doing kindercadets because you get to work with the younger children. And once you get to know them they're…they sort of remind you of yourself when you were that little.

F: Oh. OK. All right. So, working with the younger kids is not only a good thing to do, but it also brings up things in yourself and shows you how you've changed and grown?

G: Yeah.

F: Cool. OK. Thank you. OK. So, I have one more question. Um…along this line. We just talked about what you liked best, now can you have a think about what's difficult…what's hard about EI or some of the social and emotional learning things that you do?

G: Well, I like the leadership jobs…but one of the jobs, it's called line leader, and, what you have to do…at the end of recess and at 12:25 at lunch…you have to walk all the way to…um…around where the 1st grade classrooms are …it's like in front of them…and you have to…uh…lead a whole class to their classroom. You have to remember to go there every recess, every lunch, and you have to get there before they start walking cuz you have to lead the whole class and make sure everybody's there. So, it's a little more difficult than other jobs…

F: OK. It's a little complicated.

G: And, if you like forget…so that…really just cuz you have to do it every single day, twice a day.

F: OK. All right. So, that's challenging.

G: Yeah.

F: And that's the line leader job?

G: Yeah.

F: OK. So, that one is a little challenging. Is it worth it?

G: Uh…yeah. Cuz if you get there a little early, you can chat with the little kids and stuff. It's nice but it's…you have to remember to get there in time and everything.

F: OK. So, it teaches you that responsibility is not always easy.

G: Yeah.

F: OK.

G: I just forgot.

F: Oh. Ok. What I asked was…um…what do you find difficult?

B: Oh. The same thing as her…the line leader thing. And you have to get there every day. If you forget…you have to do it twice a day for 2 weeks…

F: That's a lot…

B: Yes. And…um…I don't think it really helps you…when I'm walking to the classroom, the kids just race ahead and they don't really follow.

F: Oh. OK. All right. So, sometimes being a leader and an organizer is not so easy.

B: Yeah.

F: (Chuckle) OK. All right. Something difficult about any of this?

G: The same thing that…

F: OK.

G: Line leaders is definitely one of them…

F: Um hum.

G: But, there might be something else, but for now let's leave it at line leaders for the reasons she said.

F: OK. All right, OK. And so, my very last question for today is: Of all of the things you've told me…the stars, the assemblies, what student council does, the buddies, leadership jobs…all those things…The XXXXX Way…all those things that you do…What, if anything, would you change? …about your social and emotional programs? What, if anything, would you change?

B: Well, I mean, in…I don't know if this is the thing to, but I'd like make something where each class gets to, maybe like once a week, gets to go to a new class and get to pair up so you'd get to know people in every class.

F: OK. So add….um…a new program that would allow people…uh…to meet almost everybody from the different classes. OK. And what do you think that would do?

B: That would probably make everybody in the school friends with each other.

F: OK. All right. And that would make people more comfortable?

B: Yeah.

F: OK. All right. Thank you.

G: Um…like he said…it would…um…it would help you like if you ever get paired up with them in a project…like a big project…a teacher gives you a project or something …it wouldn't be as difficult because sometimes if you pair up with someone you don't know or you don't necessarily like, or are a friend with…

F: Um hum.

G: Then if…we had what she said then be more comfortable and easier to work with.

F: OK. So, it would help the projects that you do where you pair up with a partner Because you'd be more comfortable…

G: Yeah.

F: …you'd know that person a little..

G: If we ever would get paired with someone in a different class, which we usually do, but if we ever do, then it would make it easier.

F: OK. Thank you.

F: Anything?

G: Um….

F: That you would change…

G: change

F: Or add…

G: add…um…They've said…much as I can think of.

F: OK. All right. That's great. Well, I'm going to say thank you very much for helping me again today, and have a good break, and we'll see you one more time after break…probably not immediately when you come back, but the next week. And what we're going to do then is to talk a little bit more about feelings… about how these programs make us and other people feel. So, just to kind of give you a heads up. We've sort of talked about the programs and what you do… and then the last bit is…how does all of that make you feel? OK? All right. Thank you so much. And have a good day!!

Voices: Thank you.

SESSION 3

Dissertation Session 3   Qualitative Transcript   April 7, 2008
Group I   XXXXX Elementary School 10:10 AM Folder B File 6

F: Yes.. OK. We are on. All right. So, this is XXXXX; this is April 7; and we are
     starting a little bit late. It's 10 after 10. This is group # 1 and…uh…we are
     probably 2 people short; I don't know if the two people will come or not, so
     uh…we have just a few less people today talking to us, but that's OK. We still
     have a…a good number. So, today is the day we talk about feelings. Now, what
     we talked about before is kind of how you study emotional intelligence, and then
     what you think about your EI classes…what was good, what was valuable, what
     you would change. Those are all good things to talk about, but they're kind of
     in your head. They're things that you think. Not so much things that you feel.
     And EI is really about how you feel. So, today I want to shift into feelings.
     And to start that, I want to ask you a question, just simply…now you guys are
     the experts….this should be an easy question for you. All right? Just simply about
     feelings. It is…first of all, can you name a feeling? And let's just sort of do this
     half raise the hand thing so I can get everybody's contribution. Um…And then,
     can you tell me what is the effect of that feeling? Why is that feeling important?
     Does that make sense? I want you to name a feeling and then tell me what is the
     effect of that feeling and why is that feeling important? OK. And could we do the
     courtesy, please, of listening to each other? Yes.
B: Um…like sadness…
F: OK. Sadness.
B: …makes you sometimes like cry and that also sort of helps show other people
     how you feel if something like happened to you.
F: OK. So, when you show an emotion, like sadness, you're actually giving a clue
     to other people… that something is going on with you.
B: Yeah.
F: OK. Thank you. Yes.
G: Um…well, like mad. And sometimes when you're mad you make other people mad.
     And that's kind of because of the ripple effect…like you make somebody mad, and
     then they're mad, so they make somebody mad.
F: All right. You said a very important thing about emotions and it's a very true thing.
     In fact, if you look at people who study emotions, they say emotions are catching.
     That if you feel a certain emotion, other people can catch it and …you used the words
     the ripple effect. It's kind of like that, isn't it? And you've said a very important
     thing there. When we have an emotion, we effect other people and sometimes, if its
     a very strong emotion, like being mad, other people get mad too. Just as a result of
     feeling our emotions. Thank you. Yes.
G: Um…Happy.
F: OK.
G: And Happy is good because if you're happy, it's kind of like mad, um…you can like
     make other people happy. And then everybody's happy.
F: OK. So, happiness is a strong emotion too. And it's also one that people catch.

Um…one of the things that we say to people is…SMILE…at other people. And you'd be amazed sometimes at the difference. It feels kind of funny, but you'd be amazed sometimes at the difference it makes in the day. Right? If you're smiling at people, all of a sudden they smile back, and it changes the whole atmosphere. OK. So, happy and mad…are definitely very catching.

B: Well, I guess you could sort of say…well, um…depression. But it's not like… Depression isn't necessarily good or bad. It's sort of in between because depression can lead to bad things; it can also lead to good things. Then it is a sign that you're showing your emotions, which is a good sign.

F: OK.

B: And how does depression affect us? It's…if we feel down in the dumps, somebody can see that and then they can react to us. Say, like…someone's depressed…if they might see that they might try and cheer you up, which…And then, you become happy and then…it goes out to the rest. You become happy and then it's like the ripple effect.

F: OK. So, you've said a very important thing. Emotions are not necessarily good or bad.

B: Yes.

F: They just are. Right? Is that correct?

B: Yes.

F: And the importance of emotions, if I understood what you said correctly, is that when you show them other people react to them and then that reaction affects you.

B: Yeah.

F: Thank you.

G: Well, this isn't really an emotion, I guess…crushes…it creates a lot of other feelings. And I guess you could say if you were sad or jealous…um…(giggle)

F: I missed the emotion that you named…

G: Crushes like really when you like people like…hm…

F: Like when you're…you have affection for someone else…when you think you like someone else? A crush? OK.

G: Yeah. (Several girls giggle)

F: All right. Um…and then I missed what you said about it. I'm sorry.

G: Well, um…there's a lot of other feelings that go with that…um…you feel self-conscious sometimes. Like everything you do is being like…

F: Watched?

G: Yeah. I guess.

F: OK. All right, so, an important point here is that we don't just feel one thing at a time. Right? That's something that we learn about emotions. We feel more than one emotion at a time. And sometimes those emotions are conflicting.

G: Um hum…(giggles)

F: Is that…what you were saying?

G: Yeah.

F: Thank you.

G: Uh…I think jealousy, or being envious of someone…that could lead to bad things. You could like lie or something if you really want something and you're jealous.

F: Um hum.

G: Uh…And…um…I…think that it could be really bad for other people. But it's not like their fault.

F: OK. So, it's not the emotion that's bad. It's the behavior that results from the emotion. So like jealousy.

G: Jealousy…you can have jealousy without doing anything about it.

F: OK.

G: Then it's not bad. But, it you actually do something about it, and you want something…that could turn bad.

F: OK. And…it's the behavior that results from your feeling that emotion…that is good or bad. Not the emotion.

G: Yeah.

F: Thank you. Yes.

B: Um…well…greed…cuz, how greed affects us. That it relates with jealousy. You want that thing, but you want more of it. You want more and more and more… until you're satisfied, but with greed sometimes you're not always satisfied. You just want more and more and more. Until you con… con…are… not consumed but taken everything, or done something that has everything that you…

F: Excuse me one moment…Gentlemen, I don't feel that we are respecting what other people are saying. Could we please do that? When we talk, we like to be respected. Please..

B: Yeah. So, greed it…it takes you over. I guess it's sort of like you're in another state of mind. You're another person.

F: OK. So, some emotions can hijack us.

B: Yeah. They sort of steal us away.

F: And if they do hijack us, we really don't think very well.

B: No.

F: It's like the emotions are in control.

B: And we're not…

F: Rather than our common sense or.

B: Yeah.

F: our good sense.

B: Yeah.

F: All right. So some emotions we have to be careful of.

B: Yeah.

F: Because they can do that to us.

B: Yeah.

F: OK. Thank you. Yes.

G: Um…what is the question?

F: The question is: can you name an emotion and then can you say why that emotion is important or how it affects us? So, everybody's just kind of putting some emotions that…I just want to see

G: Does it have to be bad?

F: No. Um…In fact one thing we've said is emotions aren't good and they aren't bad. It's more the actions that come from the emotions that are good or bad. So, what we're doing here is we're kind of getting out some of the principles that we've studied. And as you guys are talking, you're telling me what you've learned. All

right. Gentlemen: do I have to separate you?

Boys: No.

F: OK. Anyone have anything else? To say about emotions? Yes.

G: Yeah. Well, um…in Buddhism…it's like this thing called the ____voices.
And it's like the three…bad…emotions, I guess you could say…that um.. help…
that prevent you from going to enlightenment. And they're ignorance and anger
and something else…Yeah.

F: Probably sloth. Or something like sloth. Which is just…um…not caring about
anyone else, but being totally self-centered and…something like that…OK. Um…
a lot of the religions of the world incorporate emotions into their idea of
spirituality. So, emotion is very important in that sense. OK. Thank you. I just
wanted to see what you would say about emotions because what you have said
is the result of what you've studied…and what you've learned in EI. And it is
very interesting to see how…um…educated you are in terms of how to deal with
emotions. Now, I'd just like to move…cuz we have a shorter period of time today,
so I'm sorry if you do have something to say, just give me a half hand-raise. I'll
call on you. Um…I'd like to move on to your feelings about the study of EI. So,
not every school studies EI. In fact, in a lot of schools, emotions are ignored.
They're thought to be extraneous; they're thought to be something that should stay
outside the classroom. And what belongs in the classroom is math, and history, and
reading and all of those academic subjects. XXXXX doesn't do that. You guys study
EI. As well as your academic subjects. So, what I'd like to know first is…
How has studying EI made you feel? Now, not what do you think of it, kind of
what we've talked about before, but how has it reached your feelings? Yes.

B: Well, it sort of puts…it puts a boundary on my feelings. Er..not boundary, but
It puts…I can understand them and what my feelings…they react to the EI..if I'm
intell…intelligent, my feelings won't sort of react and like…well, it's hard to
describe. It…your feelings react if the EI thing was bad, your feelings would like
my feelings would react bad, but if EI isn't bad then my feelings are sort of good that
this has happened…

F: So, it's been helpful…

B: Yeah.

F: …to study EI.

B: Yeah.

F: OK. Thank you.

B: If you don't really listen in class while you're doing EI, um…you're…uh…feelings
won't really change. Um…and you won't have as much self-control as the people
that really do listen in EI.

G: And um…it gives you a lot more…um…I guess you can understand yourself better.
cuz you're feeling those feelings.

F: So, what's the first stage of EI as you study it? You study it in 3 stages and what's the
first stage? Know…

B: Know how to control them?

F: Yeah. Know Yourself.

B: Oh Yeah. Yeah.

F: Right? Know Yourself is the first stage?

B: Un hum.

F: Of EI?

B: Yeah.

F: And so that's what you're talking about…both of you really. By understanding your feelings you get to know yourself better and, by knowing yourself, you then know how to react. Is that correct?

G: The crazy thing is that you bounce back and forth. Like if you.. If you know yourself better; if you know yourself, you know your feelings.

F: OK. Good. Thank you. Let me try this question a little bit differently. See what you think of this. What happens if you ignore your feelings? What happens if you don't pay any attention at all to your feelings? Yes.

B: Um…well,…it's…well, you're not really a better person. You have to like look into yourself and stuff…

F: OK. Listening to your feelings helps you know yourself better and become a better person?

G: And then it could help you with your….DING!!

STUDENT COUNCIL ANNOUNCEMENTS OVER THE LOUDSPEAKER

F: Does this go on for like 5 minutes?

Ss: No. It's not that long.

F: Not that long?

F: Susan is on Oprah!! That is fascinating. I was just talking to Susan. She said she met educators from around the world.

B: Was she a guest?

F: Yes.

B: Cool.

F: She won't be on for a long time, but it's this coming week. I think she said Thursday. But I'm sure they'll tell you. But it's…you know…it's like they'll ask a question and then focus on her answer and then move on to other educators, but…

G: Is she in the audience?

F: No. I think she's up on stage. I think Oprah interviewed her.

Ss: Gosh.

F: Yeah, isn't that cool? All right. We're going to run out of time, so let me come back to that question. The question is: what happens if you ignore your feelings? Yes.

G: Well, if you ignore your feelings and they're like bad feelings, then you can't really change them to make it better; and you could just like say you're depressed and you always think depression.

F: OK. So, if you ignore your feelings, there's no way to change them.

G: Yeah.

F: And you're kind of stuck in them.

G: Yeah.

F: Is that how it feels?

G: Yeah.

F: Thank you.

B: Well, they sort of build up…

F: OK.

B: They become bigger and bigger; then, sometimes that makes your actions and then you could get in more trouble and then things could get more serious and more serious and more serious. Like something that is out of control and that you really need to handle. So, you need a keep in check your emotions. Once in a while you need to look at yourself and say, "How am I doing?" "How is this affecting me?" "How am I right now?"

F: OK. And that gives you more self-control…

B: Yeah.

F: …and more choice…

B: Um hum…

F: …in how to deal with your emotions? Thank you.

G: Like he just said…they will build up to a point where they can't be ignored, and then some…uh…you can't really handle them as well…you might say something that you don't mean to say. You can't really think clearly; you just…yeah…it's kind of building up and…yeah.

F: So, you lose your choice.

G: Yeah.

F: In terms of dealing with your emotions. Almost like what we were saying before with hijacking. They kind of take you over.

G: Yeah.

F: Good. Thank you. Anything else? Ok. All right? Anything else that anyone wants say about what happens when you ignore your feelings? I have a little bit different question for the last question. I think we're going to make it. Thank you for your attention and your focus. Um…the last question is we talked about how EI changes things at school. The other thing I wanted to ask you about is have you noticed any change in your family or in things that you do outside of school? …as a result of your having studied EI and become aware of your emotions? Yes.

G: Well, um…one time we kind of…my family kind of all got in a fight cuz we all had different opinions on this one subject and…or like we wanted to do something on a Saturday morning and we all had different things we wanted to do, but we kind of wanted to do something together at the same time.

F: Um hum.

G: And so, one thing I know is sometimes when they're in a fight I can kind of help them to work it out and sometimes where it would have escalated to a point where I couldn't have helped it, I do…I help them before it goes to that point where it's very bad.

F: And do they know that you're helping them as a result of what you studied? In EI? Do they see that you learned that and that's valuable?

G: I think they do. That's why…I think they're very pleased with this school; I think it's helped me a lot.

F: OK. So, it's not only helped you, but it's helped you to help other people understand their emotions, particularly people in your family? Thank you.

B: Um…my parents…same with her…if my parents are fighting…something like that… not really agreeing…I can…I can kind of say both sides and help them figure it out and also, if I get mad at someone or something like that…we…usually…it's like,

you know, I didn't like it when you did this…

F: Um Hum.

B: So, it's not like you're mad at parents for a week, or something like that. It's usually resolved within 20 minutes.

F: So you've learned…communicating your emotions helps to resolve something that otherwise would be difficult and you're able to do that with your family and your friends, not just in school.

B: Yeah. And that's pretty much exactly what we do in EI.

F: Thank you. Uh…Yes.

G: Um…well, this is a comment. It's sort of like not like, could you repeat the question?

F: Can I come back?

G: OK.

F: OK. Thank you. Yes.

B: Well…well…there's an after…um…daycare center called OKC. And…um…it sometimes gets really, really, really compet… competitive there, and I realize that like through EI that my friends sort of…um…like I can understand them better and…um…they can understand me better. Cuz I can help them to understand…

F: What they're doing or what they're feeling?

B: Yeah. What they're doing and what I'm doing and then…and then I can better communicate it so it's better at OKC.

F: Good. And OKC is an after-school program

B: Yeah

F: …that people go to at the end of the school day?

B: Yeah. It's right over there. (unintelligible)

F: And sometimes it's very competitive?

B: Yeah. Sometimes.

F: OK. In sports? Or in…

B: In sports, but also in other things it gets really competitive.

F: And uncomfortable?

B: Yeah.

F: It sounds like it's a bit uncomfortable.

B: Yeah.

F: So, using EI makes it more comfortable?

B: Yeah.

F: OK. Good. Thank you. Anyone have anything else. I'm sorry…we're like…go ahead.

G: To me EI isn't…it's not really like…you don't really think about how it like helps me or anything. I guess it just got stuck in my mind and got put in as a habit…like do the right things from EI.

F: OK. And that's something that's true too because what we're doing really…and you said a very important thing, is we're creating neural pathways in our brain when we practice EI. And we're creating…uh…really a communication pathway between our emotions and our thoughts. Right? And the more we do it, the more automatic it becomes and the better we become at it. So, that's a very important thing. Thank you. All right. Thank you so much. I really appreciate you all taking time out of your recess and coming to talk to me and I learned so much about what you've

learned. And when I get all of the results analyzed, I will get back to you and let you know what I've found. All right? Have a great day and thanks so much.

Dissertation Session 3   Qualitative Transcript   April 7, 2008
Group II   XXXXX Elementary School   10:30 AM Folder B   File 7

F: There we are. OK. This is XXXXX Elementary School. It is 10:30 in the morning on April 7th and this is group # 2. And we're continuing to talk about EI at XXXXX. What uh…we're going to focus on today, everybody, in the past we've been talk…last two sessions we've been talking about…uh… what you're studying, what you think about it, what's valuable to you, what works, what doesn't work, and suggestions for improvement. OK. That's all kind of in your head….it's what you think. So what I'd like to focus on today is feelings…what you feel. After all, when you study EI, we're studying feelings. Right? And you guys are the experts…most of you have studied EI for a number of years. And I'm talking to you because I want to know what you think. So, what I'm going to ask you to do now is to name a feeling… now think very carefully about feelings you want to name, and then…tell me what is the effect of that feeling? How does that feeling work? Or what do you know about that feeling? OK. Just think for just a minute and when you're ready, just give me a half hand raise. You can name any feeling. Yes?

G: Um…frustrated.

F: Frustrated. OK. What do you know about frustrated?

G: When people keep telling you like the same thing over and over again…to like do it... It really annoys me because I…like it seems like they don't think that I can do it.

F: OK. So, feelings can make us feel other things. We don't just feel one feeling at a time?

G: Yes.

F: So, like if you're feeling frustrated, that can also make you feel unhappy?

G: Or like the people kind of think I'm an idiot.

F: Ok and so you can think that other people think or feel things about you. So, feelings cause us to react.

G: Yes.

F: OK. Yes.

B: Do you mean like a feeling that is a happy (unintelligible) or do you mean like a feeling that you can get into by doing stuff?

F: No, the first. First I just want to name some feelings. So…happy. You named happy. How does happy work? What do you know about feeling happy?

B: Um…(unintelligible) Well, I guess….things that make you happy? (unintelligible)

F: Um Hum

B: (Unintelligible) friends

F: Friends make you happy? And do you know what you just did when you said happy? You smiled and you kind of took on a happy countenance. It's one of those feelings that just kind of goes through our whole body and we show it. Right? So, feelings show on our faces. Feelings show in our bodies. Is that correct? OK. How about another feeling? We've got frustrated and we've got happy. What's another feeling? Yes.

G: Jealousy.

F: Jealousy. OK. How does that one work?

G: So…um…if someone does something like really good next to you and you're working and having some trouble on it and they kind of like rub it in your face like, "I'm doing this and you're only on question # 6; I'm on question # 20 or something like that. And they kind of like make fun of you…and also it gets kind of annoying.

F: It gets annoying. OK. So…

G: And then you can't concentrate on your own work so…while everybody else has like a work period, you just have thoughts going through your mind.

F: OK. So there's a very important point. Sometimes if a feeling is strong enough, it makes us unable to concentrate and unable to think. It kind of…do you guys use the word "hijack?" It kind of hijacks our thoughts or takes over? OK. Thank you. Yes.

B: Hatred.

F: Hatred. Oh, there's a powerful one.

Chuckles

F: All right. What do you have to say about hatred?

G: Like…well…it works when like someone does something bad like punching. When someone hits someone like really hard and beats them up and then like they get all mad and then they hate them. Then they want to kill them.

F: OK. So hatred comes sometimes from bad things that are done to people by other people?

G: Um Hum.

F: And it's a very strong emotion.

G: Um hum.

F: OK. Thank you. Yes.

B: Well, stressful…because…um…well, when I'm stressed…well, it's usually while I'm in trouble. It hasn't happened yet, but I know it's gonna happen…um…so then the only thing I can think of is how to get away from it. like….how to resolve the problem…and then I can't think of anything else. I would go….some of the um …things that there are no solution to…they like take away two days of my life… and…

F: What you're describing is feeling stressed out.

B: Yeah.

F: And when we're feeling stressed out…we're….please don't do that the recorder is going to fall into the center of the table…and we don't want it to. Thank you. Uh…when we're feeling stressed out, we want to do one of two things. We either want….we want to get rid of the stress. We either want to resolve the problem or we want to get away….and avoid it. We want to get away from the stress. And what you're saying is when you can't resolve the problem, it becomes very difficult.

B: Yeah.

F: OK. Thank you. Yes.

B: Mine…like, it's not really frustration, but anger.

F: Anger. OK.

B: Um…like somebody makes you angry…

F: Someone does something that makes you angry…

B: Like when you're working and you think you've accomplished something
and they like walk up to you and like they …think…they'd be like…

F: Make a remark…?

B: They like…sometimes say something or they…they're like walking past you and
you're like sitting right next to the teacher and they say…so and so….I just
finished whatever and that's like 7 questions ahead of you and that..

F: That makes you angry…

B: Yeah. And then like other…well (unintelligible) and then like later at recess
you're like playing and then this kid comes up and steals your ball and then
later…uh…then you feel like you wanna do something to the ball…(unintelligible)

(Giggles)

F: So, emotions get bigger. Particularly ones like anger. They may start out at one
level and they get bigger and bigger as things happen? Is that what you're
saying?

B: Well, yeah…and then like….and then like the next morning, they do something else
that makes you mad and…then you like….feel like…um…you get really…

F: Like you're going to boil over?

B: Yeah.

F: All right. That's a good description. It's almost like a pot of boiling water with
anger, right? First, there's a low flame and there's just little bubbles, and then
it gets bigger and bigger and finally it's boiling so much it feels like it's going to
boil over. That's a good image for anger. Yes.

B: Worried?

F: Worried. OK. What happens with worried?

B: Oh. I have one…another one instead of that.

F: Oh. You want to do something different?

B: Yeah. Depressed.

F: All right. What happens with depressed?

B: That you feel like there's no point in continuing with life.

(Giggles)

F: Not a very hopeful emotion, is it?

(Lots of talking)

F: It doesn't give you much hope. What happens…If I…If I can just ask a question
on depression. What happens to your motivation to do things when you're
depressed?

B: Um…you just feel like you can't do it and you don't even feel like trying.

F: You don't feel like trying…OK. That's a really good description of depression.
Thank you. Yes.

G: Actually, depression isn't an emotion.

F: OK.

G: It's actually a disease.

(Lots of unintelligible comments at once)

G: It's a sort of a disease.

B: No, it's not…

G: Yes, it is.

B: I was depressed last year…

F: You're both right. Depression is both an emotion and a disease. What we're talking about here are the emotions…the feelings. So, let's just stick to that. You are right. There is a disease called depression, but let's not talk about that right now. OK?

G: (Unintelligible)

F: OK. Um…let me go over here. Then I'll come back to you.

G: Um…I know we're talking about emotional feelings, but feelings give you _____emotions. It actually kind of makes you happy if you…um…if you're playing a video game or something . Cuz it's just something that you can't do in real life, like …um…uh…watching a movie cuz if you're looking at something that usually doesn't happen in real life …like someone jumping off a cliff on purpose or something…which is like… and that makes you feel like…like stimulated….and then like in the movie that isn't that exciting. And like, if you're playing a game…uh…and then it makes you feel real stimulated but then…(unintelligible) it feels like you're tired cuz you basically, um…you basically look at that and then you're like you think you're tired, (unintelligible). You see someone die and feel…(unintelligible) you're gonna feel like a kind of pain in your neck…

(general laughter)

F: OK. So, you're saying a couple of different things which…shhhh… are very important…one is…emotions take energy. And when we feel an emotion, it takes a certain amount of energy away from us. And if we feel a very strong emotion, we can feel very tired at the end of feeling that emotion. The second thing you said that's really important is about challenge and stress. A certain amount of challenge is good. We like to feel like…oh, gosh! Maybe I can do that. I haven't been able to do that before and that's kind of exciting. But too much challenge and we feel defeated. So you have to have just the right amount of challenge and, you're right, it creates a certain amount of anxiety. Thank you. Yes.

G: OK. So, like, it's kind of like annoying. It's not really an emotion, well, kind of… but, it's like annoyancey. So, like, someone's annoying you and you get kind of mad and you like say so and it's just like, I don't know, like straw or something like that and they get so…and you're OK with it and then they keep saying that in your face like over and over again and it gets really annoying. And you ask them to stop. And seconds later, they find something else like an egg or something and they keep putting that in your face. Then you keep saying stop until like they go away and they annoy someone else.

F: OK. So…again, and we've kind of said this before. There's a range of intensity in our emotions. And we can go from annoyed and at the other end of that spectrum is rage. All right. So, annoyed is like very little; you're just irritated. And rage is a very, very strong emotion, but they're all the same kind of anger spectrum. So, emotions have a spectrum. Yes.

G: And so, there's stress, I guess.

F: That's right. Everybody can look and see what…Go ahead.

G: And like…if you're been like under a big pressure to do something and then that something is over and you nailed it, then you…then you like feel good but

not so good because it took a lot of energy.

F: Right. Right. OK. So, sometimes when something is stressful, we accomplish the stressful thing. And then we feel good, but we still feel tired because that emotion took a lot of energy.

G: Yes. I came out of a stress thing and I still have a stomach ache from it.

F: OK. All right. Even though you were successful.

G: Yeah.

F: All right. Now there's another important point there. Can I just point this out, Please? Emotions are also…they also have a physical affect on us.

B: I've experienced that…

F: All right. You can have a headache; you can have a stomachache…we know that stress that lasts for a long time can make people sick. All right? So, there's not just an energy component; there's also…they affect us physically.

B: What time is it?

F: Uh…it's 10 of. OK. I would like to go to a different question. Because I think we've done a good job with this one and I have another one…Do you have something you want to say?

B: Well, I had something to add to stress…

F: OK. Go ahead.

B: Well, um…when I…um…when you're like…uh….doing something really hard, but Uh…it's like past due like a paper or a report or something…you feel like you've got something really heavy on your back…can't get it off and stuff. And then you finally do it and…it feels like it just kind of…comes off.

F: OK. So that's a good illustration of how it affects us physically. We actually feel like we have a weight on our shoulders like we're carrying a big box or a heavy backpack or something. when we're very stressed. OK. Thank you. We really need to get to the next question….so if it's not important….OK….go ahead.

G: like…like madness. Kind of. So, like say you're like playing a video game and then there's this weird guy and he gets (Unintelligible), so you act weird and then you go to school and everyone's like staying away from you mentally, kind of mad and stuff.

F: OK. You have an interesting point there. And what I want to say is, have you noticed that emotions are catching? That sometimes when you feel a certain way, people around you also begin to feel the same way?

G: Yeah. Like if you're angry, then people around you get angry and if you're happy, people around you get happy.

F: OK.

G: Laughing is contagious. It is!!

F: Exactly. OK. I need to go to the next question…

B: I have a small question…one small question.

F: Yes.

B: You know when people get stressed and then they get sick? What type of sicknesses do they get?

F: You can get…the…the primary kind of sickness that you get is an ulcer…which affects your tummy. And that actually is because the stress produces a certain amount of acid in your tummy…

 (Voices responding)

F: …too much for your tummy to handle and then that develops into an ulcer.

B: I have…is it like acid reflux where you start swallowing and burping up acid?

F: No. This is something different. OK.

(Voices unintelligible)

F: Well…there is the possibility that if you don't deal with your stress you could get pretty sick…yes. But that's pretty rare. OK. Next question. This question… and think about this carefully, please…

(giggles)

F: …is what happens if we ignore emotions? You've named a whole bunch of emotions and talked about how they work. Now, what happens if we ignore… we don't pay any attention to our emotions? Yes.

B: Well, I've like….I've lived in many places around the world (Unintelligible)

F: What? Goth?

(Voices giggle)

F: The style? Like people who wear black?

(General laughter)

B: They wear black and like red…and they wear like rope necklaces and they're like… (Unintelligible)

F: That's an interesting…it's an interesting stereotype, isn't it? We tend…we tend to think that people who dress like that and look like that…and that style is called goth…very closed in and maybe they ignore their emotions?

(Many voices)

F: We have to be careful of stereotypes.

G: That's EMO

F: Not everybody who looks a certain way…feels exactly the same.

(Many voices)

F: All right. So we have to be careful of that. All right. Yes.

G: Uh…well, I think it's pretty hard to ignore some emotions.

F: Um hum.

G: Like happiness. Cuz you don't want to ignore it, but there are ways to ignore it like if I'm playing video games and I'm happy then I want to ignore the happy emotion because…um…then what I do…is I think about I only have 10 minutes left of video power and what am I going to do after that? OK. I'll play outside, but then.. um…my cousin has my bicycle and then I'll start thinking about all the stuff that's going to happen in the future and then I couldn't enjoy the game after that cuz then all that other stuff would be constantly like…

B: Haunting?

G: Yeah…haunting me…so,

F: So, if I heard you correctly, what you're saying is: when we think positive things, we get one kind of emotion, and when we think negative things, we get a different kind of emotion?

G: Yes.

F: OK. Good. All right. So, ignoring our feelings sometimes leads us to emotions that take us over and prevent us from enjoying things.

G: Yes.

F: All right. Yes.

B: Um…if I…um….know that sadness? Here's what happened to me. When I
   had to….um…I just ignored it, I think so that…last year (unintelligible) I got like
   really sad or something. Then I had to go to this guy who had to help me figure all
   this stuff out.

G: Psychologist?

B: Yeah, psychologist or something. And then….but…I thought….so sometimes if you
   just make a change in your life…like what happened to me. I changed schools and
   now I…now I don't have to go to a psychologist.

F: OK. And, so…the important thing there is we can talk to people who can help us
   understand our emotions and deal with them. And that's what a psychologist does,
   right? But if we ignore our emotions, which is what you did, then sometimes they
   can build to the point that they really give us trouble. Is that correct?

B: Yes.

F: Yes. Thank you. OK…um…I would like to move to one more question.
   Because we only have five more minutes. All right. So this one is: Have you
   noticed at all that the things that you've learned about emotions and in EI have
   affected you outside of school? …in your family…or with your friends….or
   with things that you do outside of school? Are there any situations that you've
   noticed that EI has affected you outside of school? Yes.

G: Well…I think that like my friends, they go to like other schools. And they're
   not as responsible…maybe that's just the way they are, but anyway…And
   I think that when you come to XXXXX they want you to be more responsible.

F: OK. And so understanding your feelings…

G: Yes.

F: …and then making choices…you also do outside of school…as well as inside of
   school and you notice a difference in other people who haven't studied EI.

G: Yes.

F: OK. Yes?

G: something about a car being there and running

F: Anyone else…notice a difference that studying EI has made outside of school?
   Yes?

G: Um….what…oh….it like…how it has affected me? It like…if you know some-
   one very well then you can…then..um…you can kind of like…um…know what
   they mean…um…so if it's hard to explain but sometimes…when they just
   say, oh yeah, that thing it's usually easier…um…to know what they mean because
   of what they usually talked about…of what you were talking about with them before
   that and so you….um….yeah, it's kind of like the same as the non-verbal
   communication.

F: OK. So, if you know someone really well, then you're good at reading their non-
   verbal communication and that helps you understand what they mean. And do you
   do that outside of school as well as inside of school?

G: Yes.

F: OK. Thank you. Yes.

G: A lot of people? They make their own language.

(Many comments)

F: But that doesn't have anything to do with EI.

B: That's more of a diary unintelligible.

F: Yeah. That doesn't have anything to do with EI. Anyone have any other
   Answers…

(Giggling)

F: Yes? …to the question?

B: Oh yeah…um….well, like so it's like…um…like I have some friends
   and they…they go to XXXXX, but they…I mean…no…they don't go to
   XXXXX and…um…they …are…a bit strange. Um…and…they used to go
   to a psychologist and when they did they were a bit more sensible. And
   I think that that also had to do something with Emotional Intelligence. Um…
   like they'll…if…but when they got off of it they…nothing…like they went
   back to their old selves and ..

F: So, sometimes it helps to communicate your emotions and to have other people
   to talk to about your emotions. It helps you to be better..

B: It's like…

F: solving problems…

B: I think like it does help you to solve problems, but maybe some people here
   Um…they were different before this and…um…after this they will just go back
   to their old selves. Because they have no more coaching.

F: Oh, so…the coaching is really important? It helps you to…

B: It helps people..

F: Just helps people…It helps you to remember what you've learned? Excuse me?
   OK. Well, I think that we are done for today. Thank you, so much, for coming and
   talking to me about EI. I really appreciate it. I am done gathering my data now
   and I will be working with it. And when I get all the results together I will get them
   back to you and let you know what I've found. All right. Be careful going back to
   class and thank you for your help. Have a good day!!

F: OK. So….let me repeat the question. How does it feel to be a fifth grader
     and to do the things that you do, whether in a Leadership position, as a
     buddy, when you do a star, or any of the other things that you do as part of
     the XXXXX Way? Yes.

G: I feel included and important.

F: OK. Why do you think you feel included and important? Just tell me a little
     Bit more about that.

G: Uh….cuz you're like important to the younger buddy and…and that you…
     people are listening to what you have to say on your stars…

F: OK. And so….with your buddy you feel included…

G: Um hum.

F: And important because your buddy looks up to you.

G: Um hum.

F: And when you do stars, people listen to what you say…

G: Yeah. And they get an idea of what to do and…

F: OK. So that's an important position and it makes you feel important. OK.
     Yes?

B: Well, I kind of feel like….it's like…responsible for us to be good leaders.
     And what we say means a lot and what we do means a lot.

F: OK.

B: And…just feel like you're really a leader.

F: OK. So…being a leader feels like you need to be…

B: Like….in charge.

F: OK. You're in charge and you need to be very aware

B: Um hum.

F: Of what you're doing and what you're saying.

B: Yes.

F: OK. All right.

G: Well…with the buddies you can't…you have to make sure that you're being a
     good…um…a good role model for them so that they don't mess up.

F: OK. And how does that make you feel knowing that you have to do that?

G: Um…important.

F: Important…OK….all right. Anyone else….feelings? Yeah.

G: Well, with the buddies….they kind of look up to you…like you're doing
     something and they just look up to you and act that way too. And that
     makes me feel important and good because…um…they're kind of admiring
     you. And that makes me feel good.

F: OK. And that's a good feeling. When someone is looking at you as a role model
     and saying, "Hey, I want to be like her." Or, "I want to be like him." That's a
     good feeling.

G: Yeah.

F: OK. Yes.

B: Um…sometimes you don't feel that and then you like…let's say the buddy

doesn't think that way…then you feel like….well, I feel like maybe this isn't the right choice, so sometimes I feel unsure.

F: OK. So, being a leader or being a role model sometimes is a little bit…uh…unsure…a little bit difficult? And so…it makes you feel…

B: Pressurized…

F: Pressurized, maybe? OK. And a little bit anxious, maybe?

B: Yes.

F: OK. So, there's two sides, aren't there? You feel good because people are looking up to you, but also, because you are a role model..

B: You have…a lot of responsibilities.

F: Good. And that can make you a little bit unsure or a little bit anxious.

B: Yes.

F: OK. Thank you. Anything else that you feel…doing these things….We've got good…we've got proud…we've got responsible…we've got important…we've got unsure…sometimes….and we've got anxious…sometimes…

G: You…you want to do more things that are better because people look up to you that way.

F: OK. So…could we say motivated?

G: Yeah.

F: Because you want to do more? So it motivates you?

G: Yeah.

F: OK. Good. Good. Anything else? Any other feelings that you've had? Somebody said to me…and I don't know if it was in this group…when we were talking….maybe last week…that when you do the playground one where you have to go and lead the class…um…and you have to be there before they have to go that that can be kind of hard?

B: Oh yeah. Line leader.

F: Line leader? Is it line leader?

B: Yeah. We have a student job that…did we tell you about that? That we have …we're picked for different student jobs and…

G: Oh yeah. There's like different ones…

B: But kindercadets where you go help the kinder….kinder…

F: That's the one….kindercadets.

B: Oh and they were, I think, talking about line leaders where you go and lead the first graders to their classroom before they get there.

F: Um hum. So, anything on feelings on either kindercadets or line leader?

G: Well, with line leaders…um…they think if you're not there right away, they just go.

F: Oh boy!! So, how does that make you feel?

G: You have to run.

F: (laughs) So, does that make you feel a little bit anxious or a little bit like you're not quite doing your job?

G: A little bit pressured.

F: OK. All right. Because…um…how do you look if they're out there running? Right? It's like…Oh!!

G: Yes.

F: OK

B: With kindercadets, you feel kind of like good because…um…

G: You're helping out…

B: Because you're helping out like the kindergarten teachers…like when you're helping the kindergarteners clean up a lot faster and they don't have to like leave school late or something.

G: You clean up after them…(laughter)

F: OK. So it's a good feeling to feel helpful?

G: Yeah.

B: Yeah.

F: Yeah. And to know that what you're doing makes a difference.

G: Yeah.

F: OK.

G: Also the kinders get happy when we get there because we play with them.

F: They're so cute, aren't they? Yes.

G: Um…You feel really important. You feel like you're the second or third biggest person there…

F: (laughs) That's true, isn't it?

G: You feel like a giant…

F: How many situations do you get to feel really big in?

G: Um…for me….some, but

F: Not too many…that's great. That's good. So, um…it's not only the position that you have but it's…there's a physical difference in size and that gives you a feeling of importance. OK. Good.

G: They're all so little…

F: (laughs) They're so cute…

B: With kindercadets you feel really important because like one of them will come up and ask you to tie their shoe because they don't know how to tie it a shoe yet..

F: (laughs) That's hard to imagine, isn't it, that they don't know how to tie a shoe?

B: So you just have to know how to tie their shoe and tie their shoe for them.

F: OK. And sometimes I bet you're successful and sometimes you're not in teaching them how to tie their shoe, right?

B: Or how to untie their shoe!

F: Right. Cuz some of them are ready and some of them aren't.

G: Well, you just pull the string…

B: Um…it kind of helps you make….it just makes you feel good because you're helping out little kids and…learn what they need and…

B: Pretty much for all of the jobs you're just helping out and that feels good because…you're just being a good person.

F: You know what I think you guys are saying too…you're feeling useful.

G: Yeah.

F: You're doing something that needs doing…it's not like just busy-work… but you feel useful…

B: Yeah.

F: And that's a good feeling. Is that correct?

G: Yeah.

B: Yeah.

F: Good. OK. Anything else…um…how you feel about your social and emotional programs here at XXXXX? Yeah.

G: At first….in first grade there are a lot more of those…there are like the leadership now jobs..

B: Those are the ones like line leaders and kindercadets…

G: There are a bunch of other ones like flag…yeah, like raise and lower the flag at the beginning and end of the day…

Many Voices: Talking about the recycle program

B: Oh!! Recycling person. You have to do recycling and you collect all the recycling bins in the classrooms… (More conversation about jobs…)

F: So, there's a lot of jobs by the time you get to fifth grade?

Voices: Yeah.

F: It's a lot of responsibility.

B: Well, actually they all…

G: Yeah. You don't have any in fourth grade…you get them all in fifth grade.

F: How does it feel to be a fourth grader, anticipating that you're going to have to do this in fifth grade? Anybody go back a year and remember how it felt thinking about this? Yes.

G: Well, you feel like you're going to be a big part of the school next year and that you have to like get ready for it.

F: OK. All right. Yes.

G: You don't feel ready because all these fifth graders tell you things like, "You've got two reports each month" and you're like…you feel so like pressured. And then in fourth grade you only get homework on like Mondays and Wednesdays.

F: Um hum.

G: So...yeah…

B: So Monday to Wednesday, Wednesday to Friday.

G: Yeah. So like….so the due dates for Monday would be like on Wednesday..

F: On Wednesday…OK.

G: And there was less homework than we do in fifth grade.

G: Yeah. And now we get Monday due Tuesday, due Wednesday, due…like that.

B: Yeah. But we get more homework overall.

G: And we have like….and we have reports…like we have like…usually we do reports for a month..

F: So, it's a big step between fourth grade and fifth grade…Now, that you're about ¾ of the way through fifth grade, how do you feel about that big step? How are you doing with it? How do you…how do you feel? Yes.

B: Well, it's kind of easy…I mean like…as long as you remember to do it (laughs), then it's easy…

F: OK. SO, there is…

B: But if you forget, you have to pick up trash.

F: OK. So there is the bit about…stepping into those shoes…

Several Voices: Yeah.

F: You have to remember….you have to be that person in…

G: Yeah.

G: And also you can't like….like at kindercadets you kind of have to act like a way that the kinders can understand. Cuz if you're like using big words or you know you're acting like…

G: Talking in a way that they can't understand what you're saying, then they'll get really confused and you'll have to explain it. And then it will be hard to explain and they won't understand and…

F: So, that's a whole new experience.

G: Yeah.

F: OK. All right. Yes.

B: I feel like we've made it this far and like we can do it again. And so that part…

F: Excuse me one moment….could you listen when someone else is talking just so we can respect each other?

B: Should I say it again?

F: Yeah. Go ahead.

B: Um…that we've made it this far, so we can keep on doing it and it's kind of gotten easier.

F: OK. So, as you do something, and you learn the roles they get a little bit easier and you feel proud…

B: Yeah.

F: …that you have done it and that you can do it. So, are we saying you kind of grow into the role?

B: Yeah.

F: And as you do, it becomes easier?

B: Um hum.

F: Good. OK. Excellent. Anything else? …on feelings about your jobs or roles in this kind of social and emotional program? All right. My next question then …um…and we're going to have time I think for this and maybe one more…. is…have you noticed that doing these things has changed how you act… outside of school? So…with your friends… your family… have you noticed any changes in other situations as a result of your doing these things here at school? Yes.

B: Well, um…we've kind of…um…when you go over to a friend's house and they have little brothers or sisters, you kind of….I don't have…I have two older brothers, so…you kind of understand them better and…I think from kinder-cadets…so you kind of understand what they're feeling…better.

F: OK. So, you take what you've learned …

B: Yeah.

F: …with kindercadets to other situations and it makes those situations easier.

B: Yeah.

F: OK. Good. Yeah.

G: Well, let's just say if you have a friend that has little sisters or brothers that doesn't go to this school. And the little sister or brother is needing something and they don't know how to do it cuz they don't have the kindercadets or anything else, then you…when you go over…you can help them.

F: OK. So, you become a teacher…in a sense…helping someone else learn what you've learned. OK. Good. Yes?

G: You can feel what the teachers feel when they teach …(many voices in agreement)…you can feel what they're going through with somebody like complaining or saying…(la la bla la la)

F: OK. Because you have to deal with that when you're doing the kindercadets job. So you feel….So, how does…if you don't mind my asking you…since you brought up that really important point…how does that change your interaction with your teacher? Does it?

G: It makes me…um really…it makes me not…well, make the teacher work more.

F: OK. So you're a little more sensitive to the teacher and you think about how you're being…because you know what it feels like when it's difficult for you in that sort of teaching position.

G: Yeah.

F: Good. Thank you. Did you…No? Yeah.

G: Um…I kind of agree with ____except (People respond to the use of a name)

F: I'll bleep it out….don't worry.

G: Um…it is….it makes it a lot easier to deal with my little sister because I finally figured out how little kids tick.

F: OK.

G: Through kindercadets….so, it's a lot easier to deal with my little sister now.

F: OK. Do you notice….do you mind if I ask…Do you notice a difference in your relationship with your little sister?

G: Well…she's still acting the same and it's really annoying except it's getting easier to deal with.

F: So, you're feeling a little less annoyed as you understand her behavior?

G: Yeah.

F: OK. All right. Good. Anything else? Outside of school that you see what you've learned here transferring to or that you see yourself using? Yeah.

B: You can see how people from other schools don't…if they don't have this kind of stuff…how they act towards other people.

B: Oh yeah.

B: Cuz if they don't have that, then they would act a little different I think and you can tell and see how it makes a difference.

F: OK. All right. So, you become sort of an observer and you understand… "Oh! They haven't learned how to do that…"

B: Yeah.

F: …"And that's why they act that way." Cool. OK. Yes.

B: Well, also, you tend to be like a teacher almost if you…if you act like this then…um…you just kind of teach other people like respect or leadership or self-responsibility or things like that.

F: OK. So, once you learn something it kind of becomes a part of you.

B: Um hum.

F: And then…in other situations…

B: You learn to do it.

F: You…you learn to teach other people.

B: Yeah.

F: OK. Good. Yes.

G: And you learn different ways how to teach other people and find the ways
    that they can be taught well and then…

F: Ahh!! So not everybody learns in the same way?

G: Yeah.

F: And sometimes you have to think of different ways to help someone learn
    something. Yes.

B: Some people learn by seeing and some by doing and some by helping.

F: Or hearing.

B: Yeah.

F: Yeah!! Yes, that's a very…WOW!!...that's an important point. A lot of teachers
    in other schools don't even know that. People learn in different ways. And if you
    are trying to teach someone in a way that they don't learn

B: The most successful way is to teach all three at the same time.

F: There you go…OK. Where did you learn that?

B: Uh…a class called …

F: Oh!! Yeah. You guys were telling me about that…

B: Yeah. I went to his master one and he taught us about that…

F: About the different learnings…

B: Yeah.

F: OK.

B: And how you can do things better.

F: Cool. But he came here as a speaker for.

B: Yeah. For the first…for the intermediate…and then

G: For the beginner…

B: Yeah. For the beginner and then I went for the intermediate…

F: Excellent. All right. Well, the last thing…unless anybody has any more
    comments on this question….OK. The last thing that I wanted to ask you
    …since this is our last meeting…um…we've been talking about social
    and emotional learning and how as fifth graders this…everything that you're
    doing…helps you here at school and helps you outside of school. Now I'd like
    to ask you if…next year you're going on to middle school…correct?

Voices: Yeah.

F: How do you think the things that you've learned here will help you with that?
    Or do you think…I shouldn't assume that you do think…do you think,
    and if so…how?

B; Well, not really, cuz with the little kids cuz we'll be the youngest in the school.

F: OK. So, that's a little bit worrying…

Voices: Yeah. Yeah. Really.

F: That's a little bit worrying to go from being the oldest to being the youngest?

G: Yeah. So you won't be able to help the little ones. (Agreement generally)

F: So that's a skill that won't be able to transfer directly.

B: Yeah.

F: OK. Any way that you can see what you've learned help you go forward? Yes.

G; Well, the flag, and the gate, and the recycling…those all help with responsibility
    and we'll need a lot of that in middle school…to get to our classes on time…
    have all our materials…So, I think that will help.

F: OK. So, some of the responsibilities you've assumed this year will help you assume…as you said, going from fourth grade to fifth grade was a big step, going from fifth grade to sixth grade

G: Is an even bigger step!

F: Is also going to be a big step.

B: Yeah. Moving from school to school like (unintelligible) in middle school is going to be a big step.

F: OK.

Voices expressing concern

F: And so…and so what you've done here at XXXXX in terms of responsibility should help you when you have to be more responsible in sixth grade. You should be able to say OK…I've learned how to do this when I was gatekeeper or recycler…I learned how to be on time…I learned to get things together. All of that? OK. Yeah.

G: With the kindercadets, you might….cause there's the older people, right? You might understand how…how they act to you cause you were acting to the littler kids that way and…

F: So…

G: They would be…

F: You're going to transfer how if feels?

G: Yeah.

F: Because you've worked with…

G: Yeah.

F: Someone who was younger

G: You might be able to understand them too.

F: I think that's a good idea.

G: Like the seventh and eighth graders.

F: I actually think you're going to find that. Because as you've said, you've worked with the youngest…now you're going to be the youngest….so you have an idea of how it feels to be that youngest in the school. OK. Cool. Yes.

B: Well, now that you're going to be the youngest you know…you figured out how the kindergarteners would feel when you're around…

F: Um hum.

B: So then you can…you've been through it…you know from their feelings into how you help their feelings.

F: OK. Yeah. I really think that's true. Because you'll just kind of flip it around and you'll say well I just was the oldest. So now, I can have an idea

Voices: You understand…yeah.

F: …how the oldest would feel.

G: Yeah.

F: And maybe that will help you feel a little bit better about the seventh and eighth graders. You know how you've all told me that the kindergarteners are sort of scared of you…

B: And we should be better at leadership than the last…than the other fifth graders because…

F: Because you've had the practice and the experience.

B: Um hum.

F: Is that right?

B: Yeah.

F: All right. Anything anyone wants to say…I really, really appreciate your helping me by explaining everything that goes on here at XXXXX. You guys have a great program. And you really…as you have said the other schools don't do what you're doing…

Voices: Yeah.

F: So…it's wonderful to talk to you and hear what you have to say about your programs and how you feel about it…and how it makes you feel…how it helps you to grow. I've really appreciated your…your coming. Any last comments? Anything else you want to say at all?

B: I'm going to miss XXXXX.

F: Yeah. I bet you are. You know what? You guys have a really good start in your education. A really firm foundation and it's going to help you…as you go forward to middle school. It really is. You're going to rely on a lot of the things that you've learned here. And um…I don't think it will be as scary as you think it is going to be. I think you guys are well prepared. OK. Well, thank you.

Voices: You're welcome.

F: And I will let you know when I have finish…what the results are.

Voices: Thank you. Thank you. Bye.

F: Have a good day. Don't run. Bye bye.

XXXXX Elementary School   Low EI Group   April 11, 2008 9AM
Session 3 Folder C File 06

F: So the first question is: we've talked about all the programs the fifth graders
     participate in at XXXXX…and you've given me a really clear picture
     of what they are…what you do. Now what I'd like to know is: How does
     it make you feel when you are a buddy, or when you're doing a star, when you're
     doing a leadership job…all those things that fifth graders do…How does that
     make you feel…is the question. Yes?

G: It makes me feel proud, kind of.

F: Proud?

G: Yes.

F: OK.

G: Because you can help other people and teach them the right way to be at school.

 F: OK. So, when you help someone else, then they learn how to do it. That makes
     you feel proud?

G: Yes.

F: OK. Thank you. Yes.

G: I…it's…um…it…it's um make me feel happy that I get to spend time with
     some of the younger grades when I was a buddy. So…it sort of makes me
     happy.

F: So it's a good feeling…a happy feeling…to do something with someone younger and
     …just kind of have fun with them?

G: Yes.

F: Cool. OK. Yes?

B: Um…with buddies…it makes you feel like more…uh…it makes you feel that
     you're like stronger and stuff and like…older and it makes…it really makes
     you feel more responsible. When you're hang…when you're with this other kid.

F: OK. And…are you saying…also it makes you want to be responsible?

B: Yes.

F: OK. All right. And that's a really good thing. That's unusual, isn't it? To want
     to take on something extra…which normally would be maybe pressure…or a burden,
     but you want to do it. Good. Thank you. Yes.

G: At the leadership now jobs…uh…also… make you feel very like responsible because
     you have to remember to do it and... For example, kindercadets, it's really fun to go
     to like take the kindergarteners to wherever they need to go so….it's fun.

F: OK. There's a couple of elements. It's fun to do it, but you have to be
     responsible and you have to remember…

G: Yeah.

F: …to do it. And that's…that's part of the whole feeling. So, does knowing that you
     Need to remember make you feel a little bit anxious?

G: Yeah. Cuz it makes you know that you have to do something, so..

F: OK. And what would happen if you didn't show up?

G: Um…well, usually…it depends what job you have, but a job you like, you would
     probably be a little sad that you missed it. But like overall if you miss three times,
     a job then you have to pick up trash for the rest of the time.

F: (laughs) OK. So there's a consequence.

G: Yeah.

F: Ok. So…um…you want to do it, but there's also a little bit of anxiety that you don't want to miss it or forget it.

G: Yes.

F: OK. Yes.

B: It's kind of hard…like if it's fun. . .it's kind of hard to miss it since it's hard to miss something that's fun.

F: OK. All right. So the fact that it's fun motivates you. And makes you want to do it. OK. Yes.

B: And it makes me feel guilty when I miss it cuz I mean I didn't do my job.

F: OK. So that's part of that responsibility…you know…if I don't keep my responsibility, then I feel bad or I feel guilty.

B: Yes.

F: OK. All right. Anything else? About how you feel? We've got proud… we've got responsible…we've got looked up to…we've got happy… we've got that it's fun…and now we've also got that it's a little bit anxious, that we can feel guilty if we don't fulfill our time, our responsibility…

G: I…it's loud…..this door….

F: OK. Thanks….anything else? That you want to get out about how it makes you feel? OK. Let me ask you the next question. The second question is: we talked about how the programs here at XXXXX changed XXXXX…changed your classroom….and changed you here at school. My next question is: Do you see anywhere outside of school…with your friends…with your family…and other activities that you do…where these things that you've learned at XXXXX either help you or where you use them? Yes.

G: Like when we're riding in the car, I see kids helping in the parent's garden or taking out the trash.

F: OK. And that reminds you of the things you learned and you do as a leader at XXXXX? OK. So, it makes you more observant?

G: Uh Huh.

F: Of other people being responsible?

G: Yeah.

F: (laughs) OK. You notice when they are. Yes.

B: And um…I just…it makes…it reminds me to do my chores and stuff and get those done. Cuz you…before…in fourth grade I wasn't so…I wouldn't like take out the trash and stuff. Do all my chores…

F: OK. So, do you feel differently about your chores at home?

B: Yeah.

F: How so, if you don't mind my asking.

B: Well, um…now I feel like it really has to get done. Cuz in fourth grade I couldn't care less. Now that I'm doing all these other things, it makes me feel better about them.

F: OK. So, you sort of have a different attitude toward them. They're something that you're proud to be responsible for.

B: Yeah.

F: OK.

B: Cuz you're getting something done.

F: Cuz you're getting something done. And it's important. OK. Thank you.
Do you have anywhere outside where you notice that you're using any of
these skills? Do you want to think for a minute and I'll come back?

G: I think that sometimes…um…sometimes that I don't want to do my chores, but
my mom makes…wants me to, so I just do it. And like maybe a few days later
she gives me a prize or something.

F: Oh. OK. So, sometimes there's a reward ?

G: Yeah.

F: For doing things right?

G: Yeah.

F: OK. All right.

G: Uh…they sort of said what I was thinking of. It makes me feel differently about
stuff I need to do. Like the things around the house that I need to take care of.

F: Um….differently…in a better way?

G: Yeah. Like ___ said.

F: OK. You feel more like you want to do the things that have to be done.

G: Yeah.

F: OK. Thank you. Yes.

G: And it feels good like after you work hard…um…finishing all your chores and
you sit down on the couch and play video games.

F: OK. So, that good feeling is kind of a reward…for having done things well.

G: Yes.

F: OK. Good. All right. My last question is: You're going to go next year to middle
school. All right. And so, as fifth graders, you've had a lot of responsibility here…
you've learned a lot…you've done a lot of that you didn't do as fourth graders.
Do you see any way that what you've learned as fifth graders is going to help you
as you go to middle school? Yes.

B: Um…We have a little more homework this year. And, I know there's going to
be a lot more in sixth grade. So, we're kind of getting used to the whole homework
thing…due the next day…

F: OK. All right. So, your homework now is due the next day, so you sort of have
everyday homework?

B: Unless it's really big stuff. Cuz I mean last year we had
something and then it was due on Wednesday. And we got homework on Wednesday,
due on Friday.

F: So…every two days.

B: Yes.

F: Un Huh.

B: And that was like so easy.

F: But now…

B: But now we have it Monday, due Wednesday…then Wednesday, due on Friday.

F: OK. So that…um…is sort of to get you used to the requirements you're going to
have in sixth grade? OK. So, kind of like homework training?

Voices: Yeah. Yeah.

F: (laughs) OK. Yes.

G: We have teams which is Tier, which is where we…um…it's three
subjects…um…Science, Social Studies, and Reading. One our teacher
teaches us and then the other two we go to other…the other two classes…
other two fifth grade classes. (unintelligible)

F: Ahh!!

G: So…um…we have team switch…makes you…um…cuz in middle school
I know we're going to be moving around classes more..so makes us
remember everything that they do in class and to remember to bring our
homework planner and all those things.

F: So…when you go from one class to another, you have to have the right stuff…

G: Yeah.

F: …for the next class, so the team switch helps you learn to do that so you'll be
ready for sixth grade?

G: Yeah.

F: OK. Good. Yes.

G: Going into…I think going into sixth grade might make you feel older since
you have two lockers. And…I mean kind of more homework…you have
a big backpack. And you do tend to have a lot of homework.

F: OK. You think it will make you feel…uh…proud…to be able to…

G: It makes you feel more mature to have more homework and all those things.

F: OK. All Right. You feel a bit older…

G: Yeah.

F: …when you accomplish all these things. OK. Good. Yes.

B: Well, we did have Team Switch in fourth grade, so we've had a lot of
training in that area.

F: You did have Team Switch in fourth grade too? OK. So, you've had a couple of
years kind of getting ready. All right. That's good! Does that make you feel ,
do you think, a little bit less anxious about sixth grade?

Voices: Yeah. Hopefully prepared.

F: A little more prepared? OK. Yes.

B: I think XXXXX is..helps you a lot. When I was in fourth grade…um…everybody
was like saying…Ooh!! Fifth grade is going to be really hard. But when I got into
fifth grade it somehow feels the same.

F: OK. So, you feel like you have enough support that even though you're doing more,
it's not so hard.

B: Yeah.

F: OK. Good. OK.

B: So far what I've heard is that many people like panic because they think sixth grade is
going to be so much harder. There's a lot more homework and stuff…But I mean,
everyone did that in fourth grade when they were thinking of fifth grade and the year
before that. So, it's never really actually that hard.

F: So, knowing that you could successfully make the transition or the jump from fourth
grade to fifth grade, helps you be more confident about making the jump from fifth
grade to sixth grade?

B: Yeah.

F: Good. OK. Good. Yes.

G: Maybe like…I don't really know if this is an answer to your question, but…
in middle school, it kind of saves more energy cuz it's kind of more green
cuz more people bike to school.

F: OK. So, there are things you're looking forward to.

G; Yeah.

F: …in middle school…

G: Yeah.

F: …and that helps.

G: Yeah.

F: OK. OK?

B: uh…one of the things I'm looking forward to…cuz it just…it's really…
it's like a bigger school. Cuz all of the little elementary schools drain
into it.

F: I've seen all the bikes.

B: Yeah.

F: (laughs) It's a lot of bikes for sure.

B: So, we'll meet a lot of new people.

F: Yeah, you will. How do you feel about that?

B: Um…excited. I'm ready to do it.

F: It'll be fun. And I think you guys are well prepared. You're really…um…
thinking ahead and learning how to do the things as you've so aptly
illustrated that you're going to need to do. And I think the nice thing about
that, as you've said, is it makes you feel more confident about going to
middle school. And XXXXX has done that with their programs, is that
correct? Yes.

G: Well, in the last year of elementary school, you're like older than other people…

F: Yes.

G: like when you go to middle school, you'll be younger than…

F: You're going to be the youngest in the school, I think. Is that a bit scary?

G: Sometimes I think that there could be bullies.

F: Yeah. That could be a bit scary?

G: (Unintelligible)

F: OK. All right. I wish we had more time to talk about that. Are you talking
about that anywhere in school? About how there might be bullies and how to
deal with them?

B: So…I mean…we're worried about it…But I mean in XXXXX we've never
really had any bullies.

F: No. Because you have such a good program for understanding each other and
taking care of each other.

B: Yeah.

F: That people are…if I've understood what you've said…people are less likely to
bully each other here.

B: Yeah.

F: Good. All right.

G: I don't think we've every had a…like an actual bully….like somebody that every-

body's actually scared of. There has been like fights on the playground.

B: There's someone who's tried to be a bully, but they didn't get very far.

F: They didn't get very far? It's almost like we don't act like that at this school.

B: Yeah.

F: All right. That's that kind of thing.

G: Why? Why even try?

F: Um hum. Good.

G: Everybody understands each other so well that they don't really want to be the bully. Because they know how others feel and everything, so…they don't really want to be a bully.

F: Right. That gives me a nice feeling. To hear you say that.

G: Yeah.

F: Yeah. You can tell that you guys feel really comfortable. Good!!
Well, thank you so much. I'm going to let you go because I know you have music and you don't want to miss music. So, thank you for helping me with my research. I really enjoyed listening to what you have to say. Good luck everybody. Bye.

Appendix G

Letter to School Principals

Dear_____

This letter confirms that you have been provided with a brief description of my

dissertation research investigating the possibility of a relationship between elementary-

school students' emotional intelligence (EI) and academic achievement. Your signature

below indicates that you agree to allow me access to fifth-grade students enrolled in your

elementary school to whom I may administer the *Six Seconds Emotional Intelligence*

Assessment for Youth (SEI-YV). The parents of the children enrolled in fifth grade in

your elementary school will receive from me, via their fifth graders, a cover letter

explaining the purpose of the study, the fact that participation in the study is voluntary,

and procedures that will be followed to ensure confidentiality of the students' responses.

The permission forms will be returned to the children's teachers, who will keep a list of

children with and without permission to participate. Teachers will inform the researcher

of the number of children who have permission to participate and the number who do not

have permission. Students will be identified by ID number; no names will be available to

the researcher. As per our discussion, letters do not need to be bilingual as it is the policy

of the school to communicate in English.

The researcher will meet with the teachers in September of 2007 to explain the details

of the study and to ensure that teachers are informed and able to discuss the study with

parents. You have indicated that the teacher's permission is not needed for them to help

with the administrative procedures of this study.

The researcher will administer the SEI-YV to fifth-grade students with permission at a

time and place prescribed as convenient by you for your students and teachers. Only

student ID numbers will appear on the reports of the students when they are returned to the researcher.

The researcher will inform teachers, after the administration of the SEI-YV, of the ID numbers of children invited to participate in focus groups. Teachers will send home, via the students, focus-group permission packets, provided by the researcher. The packets will contain information about the purpose of the focus groups, the fact that participation in the focus groups is voluntary, and procedures that will be followed to ensure confidentiality of the students' responses. Permission forms will be returned to the teachers, who will keep a list of children allowed to participate. Teachers will send students with permission to the appropriate focus group at the appointed time.

One part of the study is a comparison of results of the SEI-YV scores of students with the diagnosis of learning disabilities to the SEI-YV scores of students without that diagnosis. As per our discussion, you have agreed to identify the ID numbers of those students with active Individualized Educational Plans (IEPs), and inform the researcher of those ID numbers.

I will make every effort to ensure that my data collection causes minimal inconvenience to your time and the time of your fifth-grade teachers and students. Your participation and the participation of your students will be entirely voluntary and the results will be kept confidential and anonymous. All study materials will be kept in a secure location, available only to the researcher.

After the research project has been completed, I will be glad to send you a summary of my research findings and conclusions. Please feel free to contact me if you have any further questions about this project.

Sincerely,

XXXXX
Consultant School Psychologist
XXXXXX
XXXXXX

_____   Date_____
Signature of Principal