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Using Social-Emotional Learning to Help Behavioral Problems

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Abstract

This Capstone Project focused on Social-Emotional Learning (SEL) to help manage behavioral problems that students may face. A class of 25 fourth-grade students attending a public K-5 school participated in this Capstone Project. SEL teachings were condensed into a four-week lesson plan which focused on various skills, catered to help this class' specific deficits. To match the students' needs, the lessons were designed to promote positive participation and raise self-esteem so students feel comfortable sharing out during discussions. The students learned what perseverance and encouragement meant to them and participated in activities relating to these skills. By the end of the four weeks, students showed a higher rate of participation in classroom discussions. SEL is a valuable tool that all educators should learn because it allows them to give their students the necessary tools they need to succeed both in and out of school.

Keywords: Social-Emotional Learning, Behavioral Problems, Participation

Using Social-Emotional Learning to Help Behavioral Problems

Currently, one of the main focuses of our schools is to academically prepare our students for their futures. To become successful and motivated adults in society, these students must have a foundation of social and emotional skills. This is what SEL shows us is how we support our children and prepare them for their futures.

It is important to support the whole-child, not just their academics (Elias, 2006). We see that those students who carry more social and emotional skills will have better academic performances. Jones and Bouffard (2012) discuss how social, emotional and academic skills develop interconnected and because of this, we must create and use intervention methods that support all three skills, rather than just focusing on one specific skill. Additionally, January, Casey and Paulson (2011) argue and provide evidence how poor social skills can help lead to future behavioral issues which will then in turn lead to poorer academic performances. Students cannot be set up for successful futures without a foundation for managing their behaviors and emotions.

Within this paper, we will be looking at different studies that show why learning these skills are important, what skills should be taught, and how these skills should be taught. We will take a closer look at three different options that will allow for schools to implement SEL teachings into their classrooms and create a better understanding of the teachings themselves. Critically analyzing these studies will allow for a deeper understand of how to set our students up for successful futures, which is the main purpose of our school system.

Background Information

Today, children are facing more pressures in their schools and in their surrounding environments (Weissberg & O'Brien, 2004). There are more economic pressures on their families, children today have more access to media that have the potential to negatively impact their choices, and social institutions (such as family, the church and community) are lessening in strength (Weissberg & O'Brien, 2004). Due to the increasing pressures of society, there are even more developing pressures on our school system educate the students. Elias (2006) states how our schools have the job of preparing students to inherit their future social roles in our society. There are certain skills necessary for students to have in order to have successful futures. SEL is the foundation for teaching these skills to the children. SEL brings a balance to a student's education that allows for them to be able to learn the necessary social, emotional, and academic skills for daily life. These teachings are a way of organizing classrooms and schools that sets up a caring and supportive environment for the students. Students are most responsive in a non-threatening and caring environment that encourages their learning and links academic knowledge with the learning of certain life skills (Elias, 2006).

With the foundation that SEL provides, this allows for schools to take steps in helping towards reducing behavioral problems in our schools; both externalizing and internalizing problems. Durlak, Weissberg, Dymnicki, Taylor and Schellinger (2011) report that only 2% of sixth - twelfth graders say that their schools provide a caring and encouraging learning environment. Their numbers also show that 40-60% of these sixth - twelfth graders have become disengaged from their education and 30% of those students will begin to engage in risk behaviors (Durlak et al., 2011). Positive effects stem from SEL programs because these programs focus on

targeting the risk factors that various behavioral problems are caused by (Weissberg & O'Brien, 2004). Behavioral problems are an ongoing concern for educators and parents alike. These pressures on schools are pushing for the education of the whole child because there is an ever increasing evidence that those students who have academic problems have a higher percent of having behavioral problems and vice versa. Those with behavioral problems are also at a higher risk of having academic problems (Kremer, Flower, Huang & Vaughn, 2016). Duckworth and Seligman (2005), as cited in Kremer et al. (2016), discuss how self-discipline may be a better predictor of a student's academic performance rather than their intelligence. January et al. (2011) also found evidence that poor social skills will have a negative impact on academic performance, but will also put those students at risk of gaining other behavioral problems. Due to findings such as these, SEL has gotten a big push to be implemented into the school systems.

There is an ever-growing list of behavioral problems that schools are trying to reduce: aggression, substance abuse, violence, and more (Payton et al., 2000). Due to the list of behavioral problems that schools are trying to combat, multiple programs are being implemented into schools to try to help reduce those behaviors. These programs are then competing to try to get their information across to the students. They are not only competing amongst one another, but they are also competing against themselves because they lack support and are uncoordinated which leads to very little, if any, information sticking with the students (Payton, Wardlaw, Graczyk, Bloodworth, Tompsett & Weissberg, 2000). These programs are also being implemented with very little allotted time in place to get their teachings across. With limited resources, an ever-increasing educational pressure and a feeling that as educators they will have very little time to teach these ideas to their students, utilizing a comprehensive program that

targets the foundation for the various behavioral problems will be able to produce multiple benefits to help combat these behavioral problems (Durlak et al., 2011).

Domitrovich, Durlak, Staley and Weissberg (2017) found evidence that implementing a school-wide intervention will lead to positive effects when looking at externalizing behaviors, academic performance, social behaviors and emotional distress. Other studies have yielded similar results, such as when we look at Payton et al.'s (2000) work, we see that SEL provides students with a positive self-image, allows them to be able to engage in responsible behaviors and develop supportive relationships. To get to these positive outcomes, schools must first be able to correctly implement a SEL program into their school. Even though it has been found that any implementation of a SEL program into a school will yield positive effects, the variance in what those positive effects are and how long they last depend on how the program is implemented (Korpershoek, Harms, Boer, Kuijk and Doolaard, 2016).

Before implementing a SEL program into your school, it is crucial to pick a program that has been grounded in research (Weissberg & O'Brien, 2004). It may also be beneficial for schools to take a look at what is limiting our current SEL programs so they can improve on these programs and make sure the students are receiving the best overall education that they can. Jones and Bouffard (2012) found that there are four universal limitations in SEL programs; insufficient time spent on programs, fragmented and cast-off ideas, programs solely focused on the classrooms and limited training for non-educators. There has been evidence that programs who allowed for longer allotted time for the programs and daily implementation of the teachings, creating more time for the teachings, leads to far more positive results (January et al., 2011). Time is not only needed when looking to the duration of the program, but also the amount of

time spent on professional development. Jones and Bouffard (2012) discuss how it is crucial that the educators teaching SEL, must also carry those same skills. If those educators do not possess SEL skills then they won't believe in what they are teaching, students won't have a positive role model to model their behaviors after and students will have lost the chance to gain positive reinforcement behavior models (Jones & Bouffard, 2012). The school environment is directly influenced by how much social and emotional competence the educators hold and their pedagogical knowledge and skills on SEL (Jones & Bouffard, 2012).

To implement a successful SEL program, there are certain features needed to allow for student growth. Successful SEL programs begin with a well-managed classroom that are able to create a positive and warm classroom environment. Korpershoek et al. (2016) found evidence that the classroom management strategies (CMS) that focus on social-emotional development yielded the most positive results. Of the four types of CMS studied, the three types that had some amount of emphasis on the student's social-emotional development were able to create that positive environment that is crucial for providing a solid foundation for SEL (Korpershoek et al., 2016).

The SAFE program is one program that has been found to yield positive results in the schools that it was being implemented in. The SAFE program focuses on 4 features that allows for growth in multiple areas of children's development. The first feature concentrates on implementing sequenced (S) learning steps to connect real-world opportunities to use social-emotional skills. The second feature takes a role in achieving active (A) learning. The third feature of the SAFE program looks at how to focus (F) time and attention that is needed for learning to occur. The final feature of this program focuses on explicit (E) learning that allows

for clear and specific objectives to be presented to the students so they know what is expected of them (Durlak et al., 2011). Many other SEL programs have similar ideas and yield similar results to the SAFE program. Programs such as the Promoting Alternative Thinking Strategies (PATHs) program have shown positive behavioral effects on those schools who have implemented this program (Weissberg & O'Brien, 2004). This particular program takes a focus on developing various student skills, such as self-control, interpersonal problem solving skills, and developing peer relationships to foster that positive growth (Weissberg & O'Brien, 2004).

There is a vast amount of research that shows how correctly implementing a SEL program into a school will yield positive results amongst the students and school. Jones and Bouffard (2012) have found evidence that integrating SEL strategies rather than a program can yield even greater results. Jones and Bouffard (2012) argue that utilizing strategies will allow for better daily integration of SEL teachings. Strategies will allow for educators to teach in the moment and if an opportunity arises naturally, they can then discuss how to navigate out of that situation utilizing healthy and responsible decisions (Jones & Bouffard, 2012). In order to get to this point of daily implementation, schools must be open to changing daily practices. Schools may infuse the ideas of the SEL into the existing curriculum teachers already use in their classrooms (Oberle & Schonert-Reichl, 2017). This allows for the ideas brought by SEL to be focused on more because they are continuously being reinforced throughout the daily curriculum (Oberle & Schonert-Reichl, 2017). Jones and Bouffard (2012) offer four different types of support to help schools integrate SEL into the daily curriculum that teachers are also using. The first approach to integrating SEL is to implement new routines which will include emotional regulation and conflict resolution strategies, class council meetings and games that

sharpen students' attention skills. The second approach offers training and support for teachers, staff at the school and those working in the office (Jones & Bouffard, 2012). This is necessary because there has been evidence that any supportive school staff member can help support these daily implementations and work to uphold the SEL ideals are wherever the students are on campus (Durlak et al., 2011). The third part of this approach is to support the development of SEL skills in those who will be interacting with the students. On-site training is of great help to making sure those in contact with the students also feel supported enough to help the students. The final approach offered is to utilize SEL standards during the program time. These standards provide guidance to what skills should be taught during these programs and help to align SEL teachings with the academic goals of the school (Jones & Bouffard, 2012).

These strategies and programs that we have taken a look at, are school-wide interventions. There are some programs that utilize a tier system which will allow schools to look at various groups of students who may need additional help and support. Gresham (2015) discusses how children who have or are at risk of having an emotional and behavioral disorder (EBD) present new challenges within all aspects of their schooling. There is evidence showing that those students with social-emotional deficits have a higher chance of engaging in behavioral problems (Domitrovich et al., 2017). The purpose and goal of interventions are to help reverse those behaviors that are already set in, stop their progression or prevent a student from regressing back to their negative behaviors (January et al., 2011). Gresham (2015) looks at how schools can utilize Tier 2 strategies in their schools. Tier 2 strategies take a look at how we can use intervention strategies on small groups of students who may need that extra support. While Tier 2 strategies are happening within the school, it is also important to note that Tier 1 strategies,

school-wide interventions, are simultaneously taking place. During Tier 2 interventions we must focus on academic enablers, or those attitudes, behaviors and social skills that allow students to get the most out of their education (Gresham, 2015). These attitudes, behaviors and social skills all come together to help create that education for the whole child. Payton et al. (2000) explain how teaching students to put intentions behind their actions will allow them to use their own values to guide their behaviors, resulting in more positive behavior choices.

With all of this in mind, we must also look at what must be done to uphold these programs while they are being implemented in schools. The schools need to make sure these ideas are being implemented into the mission of their school which will lead to better support from their teachers (Weissberg & O'Brien, 2004). We must also examine when the best time is to implement SEL teachings. Even though Korpershoek et al. (2016) found evidence that, on average, any intervention will provide positive effects for the students, there are two crucial times to make the most out of these teachings. January et al. (2011) found that early implementation of SEL ideas will lead to the students feeling more attached and committed to continuing and bettering their education and engaging in fewer behavioral problems. This early intervention should begin in preschool or early kindergarten. During these years, students are building the foundation for how to handle social interactions for the first time. There is also evidence that having stronger interventions during early adolescent also leads to more positive effects. Early adolescence is another crucial transition time in a child's academic years. This is the time they are focusing more on the types of interactions they are having with their peers (January et al., 2011). Positive peer relationships and interactions are the key to success for children's academics and futures (Gresham, 2015).

With rising academic challenges, it is becoming more difficult for students to keep up with the expectations, especially for those students who are at risk or who have an EBD (Gresham, 2015). This is why it is essential we take the time to teach SEL in our schools. Weissberg and O'Brien (2004) found that schools are teaching a large number of students who have little to no social-emotional competencies. This in turn leads to a higher chance of those students engaging in risky behaviors. In line with this is the finding that poor social skills not only leads to poorer academic performance, but also puts children at risk for various behavioral issues such as aggression, isolation and violence (January et al., 2011). We cannot achieve this goal of having our students achieve academically if they are not capable of first being able to manage emotions, communicate effectively, and problem solve, among various other skills. SEL provides a chance to teach our students these skills and provide the students with better opportunities for adjustment (Durlak et al., 2011). Having the comprehension of SEL teachings leads to students having fewer behavioral problems, positive social behaviors, and improved academic scorings (Durlak et al., 2011; Elias, 2006).

Evaluation of Options

The next portion of this paper will evaluate three different options to help implement SEL teachings in different schools. The first option will look at creating teacher workshops to prepare them to teach SEL to their students. The second option will work to implement daily SEL strategies into the classrooms and the schools. The third option will implement a single SEL program into a school that will help to target specific behaviors in the classrooms. Before implementing any of these options, it is important to evaluate the needs of your school and students and the amount of resources you have access to. Evaluating these options will also take

place by looking at the amount of time that is needed for them, how effective the teachings are and how accessible these options are to the schools.

Teacher workshops are an essential part to any SEL teaching, as seen in Jones and Bouffard (2012) research. These workshops allow for teachers to develop an understanding of the skills they will be teaching. Schools can work with different options when going into these workshops; they can do the research themselves and task a group of teachers to teach their fellow educators or they can team up with someone from a SEL background to work with their school and teach the workshops. The first option will take more time as it will require enough time for the teachers to be able to fully comprehend what SEL is to be able to teach it to others. Getting an outside coordinator to teach the workshops would require all the teachers to put aside time to attend the workshops but the school would also have to find the funds to pay for this coordination with a SEL group. To allow for a complete understanding of what SEL is, there must be more than one teacher workshop. They should be held in a series of workshops that will allow for SEL ideas to become implemented into their teachings. Elias (2006) discusses how it is also crucial to provide ongoing support for the teachers as these are new ideas being shown to them and it is a period of uncertainty for them. Elias (2006) also discusses how there are many ways to allow for professional development to happen; there can be training in SEL, modelling of lesson plans, and constructive feedback from their colleagues.

When looking at the amount of time that is needed, there is only a moderate level of time needed for this option. There would be no time needed from the students as this option is solely focused on bettering the teachers. The teachers would need to be able to put aside the time required for researching SEL or attending the workshops. Once through the initial training, there

will be less time required as there would only need to be more workshops to discuss how they have helped and what questions teachers still have about the programs. This option also has a moderate rate of effectiveness on students' learning. This option has the ability to drop to a low or high rate of effectiveness because it all relies on how the teachers support the teachings and how they implement them into their own classrooms. Jones and Bouffard (2012) have provided evidence that even though these trainings are essential, they are only as effective as the teachers who use them. When looking at the accessibility of this option, it has also acquired a moderate level of accessibility. If a school is low-income and still wishes to partake in teacher workshops, they can do their own research and put in more time to make sure their teachings are effective.

The second option for integrating SEL into schools is to use daily implementation strategies in the classrooms. This option will allow for teachers to elongate their SEL teachings throughout the entire school. Students will get a longer duration of SEL teachings and will be able to get daily positive reinforcements of these ideas. Jones and Bouffard (2012) have found that SEL provides the best results when it is continuously developed and reinforced through the routines of daily life. January et al. (2011) made the connection that proactive interventions yield better results, and thus we can conclude that daily implementations when used with daily occurrences will help to yield positive effects within the students. Utilizing daily life occurrences as teaching moments will allow for students to be able to apply SEL teachings to real world situations. Working to better students' behavioral problems starts with teaching them to be able to apply SEL teachings to daily behaviors. Applying these teachings to daily behaviors can allow students to look at how they feel about various behavioral problems and what they want to do

about those behaviors or be able to identify what short-term and long-term consequences come from the actions that they take (Payton et al., 2000).

Time is only moderately a problem with this option. Teachers will be impacted because they must take the time to understand SEL well enough in order to be able to discuss it when situations arise. It also takes time off for teachers because they now do not have to plan lessons for their students, rather they can incorporate SEL teachings into their daily curriculum and utilize students' daily behaviors as teachable moments. There is also little disruption to students' days as their academic lessons are not being interrupted for programs that only carry short-term teachings. With this option, there is a high rate of student comprehension. There are many studies that have shown how students show the best effects when the programs they are a part of last longer, apply behaviors to their daily lives and are built up gradually (Oberle & Schonert-Reichl, 2017; Durlak et al., 2011; Domitrovich et al., 2017). Finally, this option has a moderate level of accessibility. This option does not require any sort of outside resources to make the lessons. All it requires is support from the teachers and for the teachers to have the required knowledge that is needed to implement these teachings.

The final and third option takes a look at how we can implement a single program, Caring School Community (CSC) into a school. This program will be taught in separate lessons throughout the year to allow for a better understanding amongst the students. Elias (2006) describes SEL as a way of organizing a classroom to encourage students to learn various life skills. Utilizing a single program will allow for schools to pick a program that will most benefit their students' needs. Picking a program based off of research will allow for positive results to occur from those specific programs. Durlak et al. (2011) found evidence that programs that

contain multiple components are more difficult to implement and will therefore yield lower success effects. Utilizing a focused and clear program will allow for better implementation of the program which will then lead to more positive results from the program. This particular program will focus on creating a more positive school climate which will lead to students feeling more attached to their schooling (Weissberg & O'Brien, 2004). Early interventions lead to more feelings of attachment to students' academics which will then lead to better academic performances and less behavioral problems (January et al., 2011).

This final option requires a high level of time from both the students and the teacher. This option requires for teachers to go through a teacher workshop, no matter the length of the workshop, before they are able to teach these lessons in their classrooms. Once they receive the required training the teachers must then take the time to plan out the 30 - 40 lessons that will be taught throughout the school year. This option requires a high level of time from the students as well because there will be large chunks of time taken out of their academic blocks for these lessons. The second evaluation looks at how effective the program's teachings are on the students. This evaluation is at a moderate level because there are many factors that come into play when looking at how effective it could be. If the school picks a program not based in research, it may not yield any results and could potentially negatively impact the students. These programs are also impacted by the way the teachers are supporting and teaching them. If the teachers do not believe in the program or teach it in the wrong way then the program's impact will be minimal. Along with the other two options, this option has a moderate level of accessibility. Finding resources about these programs can easily be found, and with many options of how to find these lessons allows for more schools to be able to use their teachings.

| | Option 1 - Teacher Workshops | Option 2 - Daily Implementation | Option 3 - SEL Program |
|---------------------------------------|-------------------------------------|--|-------------------------------|
| Time | Moderate | Moderate | High |
| Effectiveness of SEL Teachings | Moderate | High | Moderate |
| Accessibility | Moderate | Moderate | Moderate |

Table 1. “Low,” “Medium,” and “High” indicates the level of impact these criteria have on each option.

The researcher of this capstone project chose to conduct her project using option three, implementing a SEL program into a classroom. This option was chosen because of the time constraints that are placed by the capstone class and the time the researcher has to spend in a classroom to teach SEL ideas. Because the researcher already had the research done on CSC, this allowed for the researcher to be able to focus on how to best implement it into their classroom. This option allows for the researcher to condense a SEL program into an appropriate amount of time to fit the requirements of the course and make sure students receive an adequate amount of teachings on SEL. The accessibility of this option also allows for the researcher to use many different studies of various programs that will allow them to pick the program that will best fit the class they will be teaching in, where they decided CSC was the best fit for their classroom.

Project

The sole focus on schools in today’s society is to foster students’ academic growth. By keeping the sole focus on academics, we are missing the education of the whole child. Education of the whole child includes fostering the social and emotional skills necessary for students to be able to successfully navigate their daily lives. SEL takes a focus on teaching children social and

emotional skills that they will be able to carry with them during their time in school and in their daily lives. SEL research has shown that those students who have a better handle on understanding and managing their emotions and the emotions of others is better able to succeed academically and personally (Durlak, et al., 2011; Payton et al., 2000; & Domitrovich et al., 2017). Teaching social and emotional skills helps to foster academics and help to prevent and manage behavioral problems.

The purpose of this capstone paper is to introduce the topic of SEL to a classroom of fourth-grade students. The elementary school this project will be taking place in, has an emphasis on reaching all of their students and making sure every student has the tools they need in order to prosper. The district the school resides in also has an emphasis on a form of SEL, making sure that students are learning more than just academic topics. The choices made in the four-week lesson plan were made due to the problems that this particular class faced. The classroom teacher and researcher, both observed how this classroom had more internal behavioral problems, rather than external behavioral problems. This class has a hard time in feeling confident in their work and with sharing out in their classroom. Because of this, the lessons that will be looked at in closer detail focus on fostering positive self-esteem and allowing the students to feel more comfortable among one another to hopefully raise participation levels, which was the primary goal of the classroom teacher. The main goal of the researcher was to emphasize the importance of understanding one's own emotions and introduce new ways that the students can interact with one another and not feel self-conscious about sharing out.

Design

This capstone project takes place in an urban elementary school that sits along the central coast of California that teaches students from kindergarten through the fifth grade. To make these students invested in their futures, the school's mission statement focuses on providing a positive school climate, implementing support systems, and having a focus on collaborative leadership and effective teaching. The principal's message to the school is a reflection of their mission statement and helps strengthen those views. The principal of this school discusses how the mission of their school is to make sure that all students are able to learn, regardless of their background. The principal then discusses how it is the job of the staff, teachers, parents and community members to help support this school climate and work together because every person and day matters and working together ensures the best results.

Visitors to this school have noticed how hard they work to integrate everyone into the learning and make sure that no one is falling behind. They implement many programs to make sure that the students are keeping up with their academic work and becoming invested in their education and futures. The mission statement isn't just words, you can see them working to put it into action. They strive to do better, and this project hopes to instill ideas that help to support both the school's and the district's mission statements.

What the school and district envisions for themselves is something that will create a strong foundation for what this capstone project will be focusing on. Within this project we will be looking at what SEL is and why it is important. Not only that, but we will also be looking at how SEL helps to reduce behavioral problems in children and adolescents. SEL takes a focus on teaching students how to manage their emotions, make responsible decisions, be able to set goals

and become empathetic (Domitrovich et al., 2017). These teachings that SEL focuses on, align with what this school and district want to teach their students. They hope to make their students engaged in their learning, promote a positive school climate, and student achievement, especially when looking towards their students' futures.

This specific fourth-grade classroom had very little external behavioral problems, with only two students being noted as having external behavioral problems. Instead, this class as a whole were recognized as having "internal behavioral problems." Both the classroom teacher and the researcher working on this project observed that the class had very low participation rates during class discussions. These rates were so low that the classroom teacher had begun to give out points to recognize students that spoke up during class discussions. These two teachers also observed, what they believe to be, low self-esteem in the students. The students are constantly wanting their teacher there to guide them through the work at hand and often find it difficult to feel sure of their work. During one observation of the class, the students were presenting a project they made where they created a new animal. When asked further about their animals after their brief presentation, which was only directed towards their teacher, they were flustered and were unsure of their answers and phrased them as questions, as if seeking reassurance from their teacher. Based on these observations made by both the classroom teacher and the researcher, the premise of the lessons will be to work on social and emotional skills related to raising their self-esteem and creating a positive classroom environment that allows for students to feel more comfortable participating in class discussions.

Implementation

In a school setting it would be ideal to teach SEL as an integrated part of the class structure every class meeting and maintain these activities throughout the entire school year. For this capstone project, a SEL program was condensed into a four-week lesson plan to try to give the students an overview of what SEL is, what SEL looks like in a classroom and why it is important to learn SEL teachings. Week one was utilized as an introduction week to these new ideas. Weeks two and three focused on a specific SEL skill and worked to teach the students these skills. Finally, week four was utilized as a wrap-up week, concluding everything that has been presented to the students. We will be discussing all four lessons in this next section of the paper, but the full lesson plans can be found in Appendix A.

During the introduction week, there was a portion of the class that focused on teacher-facilitated discussion with a large amount of time dedicated to allowing the students to answer a pre-assessment quiz. To begin this SEL unit, the teacher will first handout the six question pre-assessment quiz to allow for the students to take their time in answering the questions. Students should be allowed 20 - 30 minutes to answer these six questions. Because they are being asked about new concepts, providing a lot of time will allow for better answers to the questions. Two examples are shown below and indicate how one student greatly struggled with these questions while another student can have a better foundation on these ideas. Refer to Appendix B to see all of the students' responses to these pre-assessment questions.

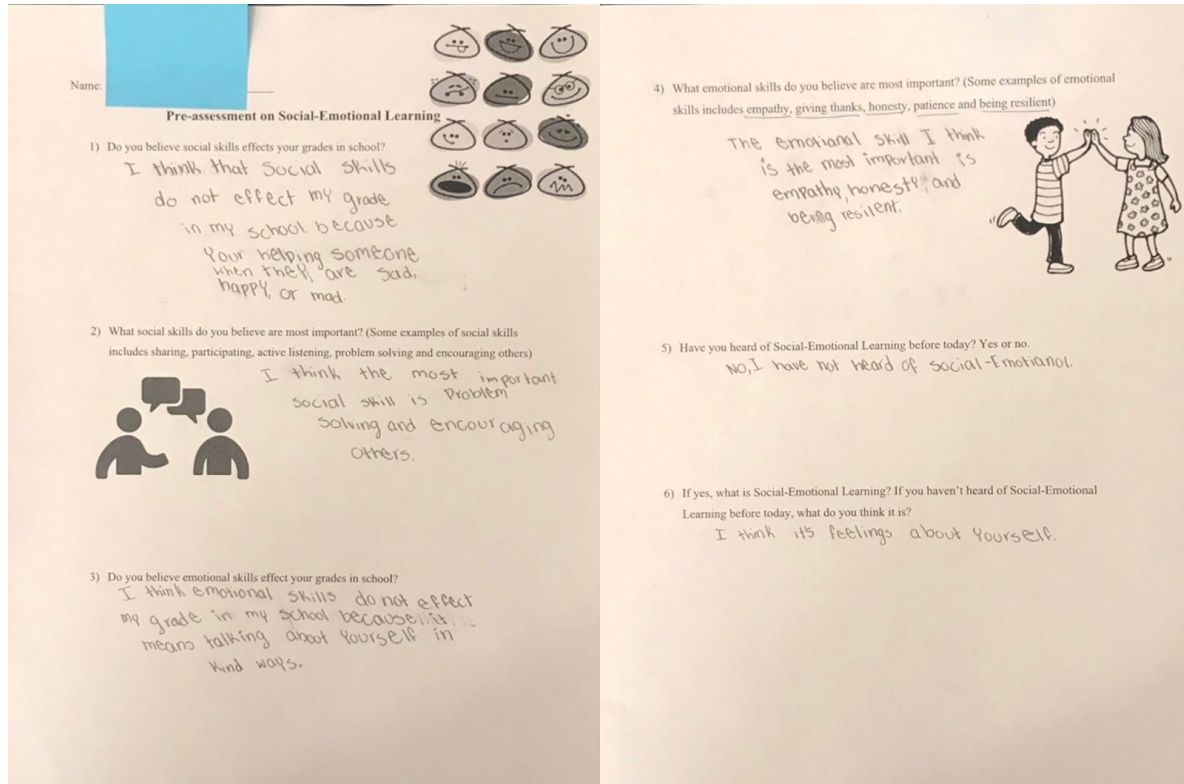


Figure 1. Student's answers to the pre-assessment quiz.

Figure 1 shows that this particular student held a firmer grasp of these concepts and most likely has had some former thought about their social and emotional skills. They also provide reasons for what answers they gave which also shows that they were able to think through the answers they were giving and had justification for why they believe their answers are correct.

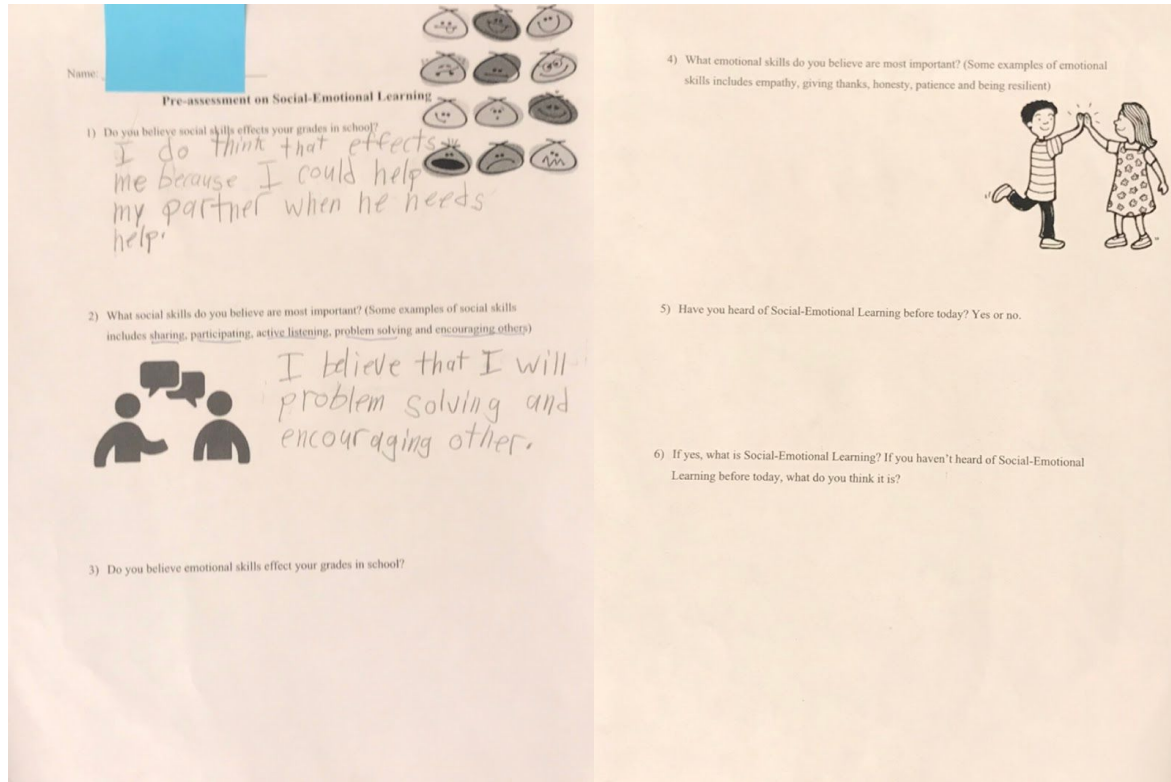


Figure 2. Student's answers to the pre-assessment quiz.

Figure 2 shows another student's answers to the questions, where four questions are left unanswered. While this student was working, the researcher noted that they re-wrote their answers multiple times, indicating to their research that they were unsure of the answers they were giving and may not have as much exposure to these concepts compared to the student in Figure 1.

After the allotted time for the pre-assessment quiz, collect the papers and begin a discussion with the students about what they answered and why. Understanding why the students answered the way they did will allow for you, the teacher, to create more meaningful lessons and activities for the students to engage in to allow for the best growth in the classroom. Continue the discussion with all six of the pre-assessment questions to hear more about what the students

answered and why. After the discussion on the questions, introduce the on-going activity that will be used throughout the lesson plans. For this on-going activity, this classroom will be using a “Celebrations and Concerns” box. This box allows for students to write notes about anything they need further clarification on, want to discuss in class, or something positive they want to acknowledge. This Celebrations and Concerns box will allow the students to be able to write these questions anonymously so they feel safe in asking what they need to ask in order to further their understanding of the circumstance they wish to discuss.

Beginning with week two’s lesson, the conversations and activities surrounded one specific SEL skill that is essential for student growth. Because of observations made in the classroom, this second week’s lesson focused on an emotional skill, perseverance. This was chosen in hopes that it would help to show the students that perseverance is important and something that they can and should use to continue to better themselves.

This lesson began with the teacher answering the questions that were left in the Celebrations and Concerns box from the previous week. Six of the eight questions that were left were discussed with the class, refer to Appendix C to see the specific questions asked. After answering the questions from the Celebrations and Concerns box, a powerpoint will then be utilized to help guide students with the following discussion. This class-wide discussion began with asking the students what perseverance means and if they do not know what it means, what they think it could mean. The remaining slides ask if the students can think of any personal examples they have seen of perseverance and what they think perseverance can look like in the classroom. One slide also focuses on using positive affirmations instead of negative ones. Students were given certain negative affirmations that are commonly said in school such as, “this

is too hard” and “I give up” and were asked how they can change them to become positive. After creating a foundation of what perseverance is, an activity was utilized to connect this idea to something they can see.

The students were then introduced to the “Drawing with Mistakes” activity. During this activity every student was given a plain piece of white paper and a pencil. The students were instructed to fold the paper into four squares and then lay the paper flat on their table. After this, the students were instructed to draw an “unfinished shape” in each of the four boxes. This unfinished shape can be anything from a straight line, to a half circle, or a v. After the students drew all four of their shapes, they then traded their papers with a partner. With the new paper in front of them, the students will utilize their creativity to draw something using the unfinished shape their partner drew. After all students finished their drawings, conduct a classroom discussion on how the students believe this activity shows perseverance and how they believe it does not show perseverance.

While the second week focused on an emotional skill, the third week focused on a social skill to help motivate and foster participation in the classroom. The specific skill the class looked at was encouragement. This lesson began with the teacher answering select questions from the Celebrations and Concerns box and discussing the answers with the students. After the discussion, a powerpoint was utilized to facilitate a discussion on encouragement. The powerpoint first asked the students if they could define encouragement and from there the students were asked if they could provide examples of what encouragement looks like. Following the discussion, the students will then participate in the “Encouraging Notes” activity. This activity began after each student was given a blank sheet of paper and a pencil. The students

were then instructed to write their names on their paper; choosing where and how large they wanted to write their names. Following this, the students were then instructed to walk around to their fellow classmates' papers and write an encouraging note on their peers' papers. The researcher provided a word bank they could use to individualize each note and make sure the note was specific to the classmate they were talking about. The word bank included words such as hard-working, committed, creative and supportive, among other words. After every student had the opportunity to write a note on each of their classmates' papers, the activity concluded.

The teacher then concluded this lesson with a discussion on how they believe this activity showed encouragement. The discussion also asked the students to reflect on how it felt to both write the encouraging notes and how it felt to read the messages left for them after the activity.

Below are two students' papers who expressed that they felt that this activity really allowed them to share out their feelings for their fellow peers that they normally would not feel comfortable sharing and that getting that same feeling back from their classmates was something "wonderful."

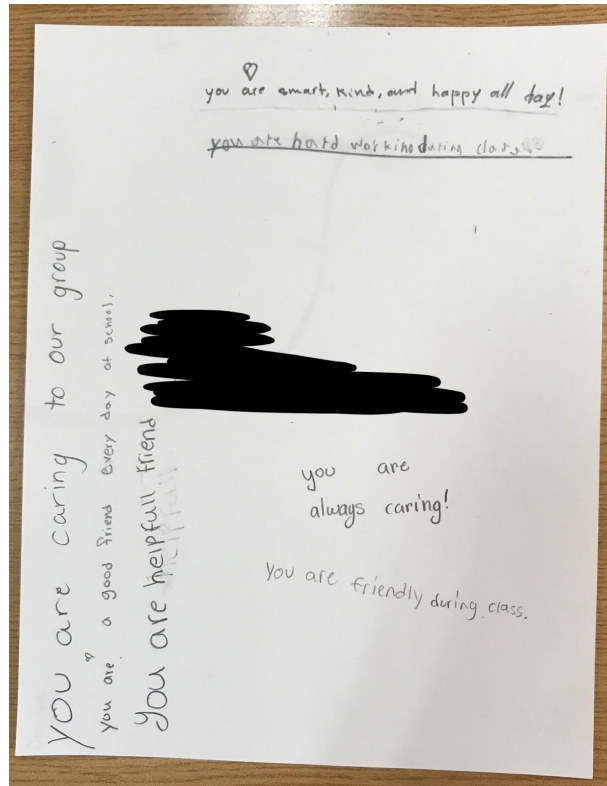


Figure 3. Encouraging notes left on one student's paper.

Both Figure 3 and Figure 4 are from students who specifically shared out during the class discussion that followed this activity and noted how good it felt to receive these messages. It should be noted that one of these students who shared out was one of the two students who the classroom teacher noted had external behavior issues. Throughout the activity and all the lessons that followed, this student seemed to have a better respect for those students around them.

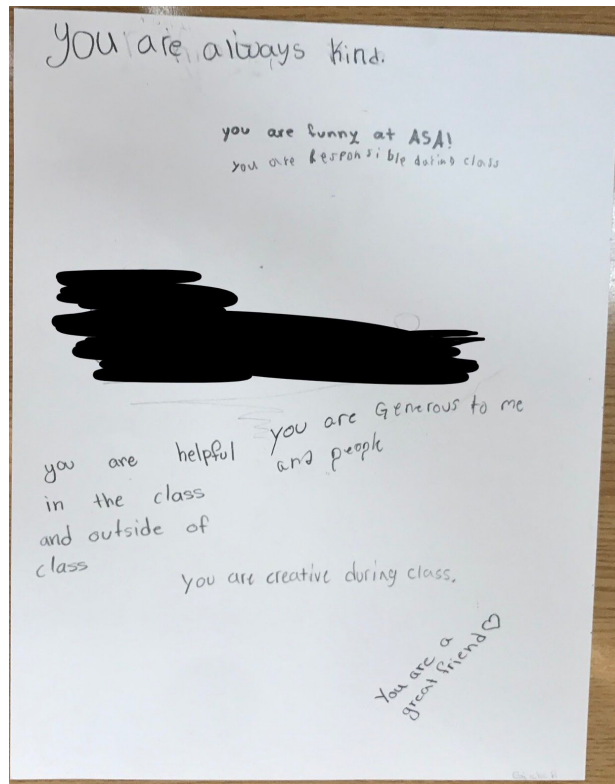


Figure 4. Encouraging notes left on one student's paper.

Finally, the fourth week of this lesson plan was utilized as a conclusion week to the previous lessons. Once again this week began with the teacher discussing and answering the questions that the students left in the Celebrations and Concerns box from the previous week. After these opening questions the teacher then passed out the post assessment quiz to the students with instructions to answer the questions with their honest opinions and to the best of their abilities. After allowing sufficient time for the students to answer the questions, roughly 15 - 25 minutes, a discussion followed exploring the students' answers to the questions and why they believed their answers were correct. Following the discussion, the students then engaged in a final activity "Applause, Please."

Applause, Please began once the students were separated into groups of four to five students. Once the students were broken up into their groups, the groups chose one student from

the group to be “the finder.” The finder then stepped outside the classroom, which allowed the remaining members of the group to pick an object in the classroom. Once the object was picked, it was then the job of the finder to find which object the group picked. The group led the finder to the object by clapping. The groups clapped slow and soft when the finder was further away from the object and the groups would clap quicker and louder when the finder was closer to the object. Once the finder found the object, the game continued with a new finder being selected and a new object was chosen. To finish the day, the students were brought together to participate in a final class discussion. This discussion allowed for the students to make connections to all of the activities they participated in and what they believe SEL is and how these activities have shown SEL.

Evaluation

While there were four distinct lessons with their own learning objective, the main learning objective to gauge the students’ understanding of SEL is found in the fourth lesson plan. The learning objective in the fourth lesson plan asks for the researcher to “compare the students’ answers from the pre assessment quiz to the post assessment quiz to see students’ growth and understanding of what Social-Emotional Learning is.” The pre-assessment quiz showed that all students in the class had no previous knowledge of what SEL is. Because of this, their answers to the questions were limited in response and their answers seemed to be based off of what the researcher discussed with them when students asked questions about the pre-assessment quiz. Looking to their post-assessments, there is a gradual increase in the student’s understanding of what SEL is and represents.

The post-assessment shows that 68% of the students said they believe social skills affect their grades in school and 72% of the students said they believed emotional skills affect their grades in school. Comparing this to the pre-assessment, only 60% of the students believed social skills affected their grades in school and 56% of the students believed emotional skills affected their grades in school. Definitions for what SEL is also changed. The pre-assessments show that most students had no idea what SEL was and as such said it involved social and emotional skills or gave no answer to the question. The post-assessments had an answer from everyone, no matter the response given. Some responses were off-topic such as “Social-Emotional Learning is the reason you feel that way” and “I think social-Emotional learning is an important thing to know.” While the second response is not incorrect, as SEL is very important to know, it doesn’t tell the researcher anything about what this student believes SEL to be. There were other students that gave answers closer to what the researcher was looking for such as, “I believe Social-Emotional Learning is caring for others and be kind to yourself and others” and “I think Social-Emotional learning is to never give up and I think it helps you if your in a mad or sad day.” Overall, there was a positive response from the students to all of the activities and allowed for all of the students to feel involved and participate in a number of different types of activities.

Capstone Reflection

While the researcher found that there was moderate success that came from this project, there were also several limitations that limited the amount of success found from the project. Based off of the limitations the researcher found, the researcher was also able to name several recommendations on how one could improve upon the ideas introduced here. While every classroom is different, these recommendations are based off the observations the researcher

made throughout their time in the classroom this project was based in. The researcher also plans to take their recommendations and continue to build their personal research to better the ideas used in this project and implement them into their future classroom.

Discussion

SEL requires a lot of time, effort and care in order to make sure the lessons are able to reach the students and make a lasting impression. The biggest obstacle this capstone faced was time. A majority of the SEL research provides evidence that the most effective way to make SEL teachings last is to incorporate the ideas and teachings into your daily curriculum and continuously engage in the types of activities this capstone engaged in throughout the entire school year. Because of the time restrictions placed on the capstone class, this project was condensed into a four-week lesson plan which tried to teach all the types of lessons that would be captured throughout the school year. Time presented another obstacle when the researcher attempted to come in and teach the lessons. The lessons for each week had to be condensed into 30 to 45 minute blocks. This made some of the discussions and activities feel rushed and unpurposeful. The class discussions at times had to be cut short by the researcher even though students were continuing to raise their hands to offer more to the discussion. As this class has a very low participation rate, cutting the discussions short when there was more that wanted to be said felt like there was a blocker being put in front of the kids. By allowing a longer time focusing on SEL ideas would allow for the teacher to take as much time as they needed or wanted to complete the discussion to ensure that every child can get their thoughts out and understand what the discussion is focusing on.

The next limitation that the researcher faced was the very little amount of previous knowledge that the students held in regards to what social and emotional skills are. Previous to the beginning of the lessons, the researcher had interviewed the classroom teacher and asked what previous knowledge the students held in relation to SEL. The researcher was informed during the interview that the students had done previous activities relating to SEL and had discussed what social and emotional skills were, specifically they knew what empathy was. When it came time for the students to answer the questions on the pre-assessment quiz, almost all of the students in the class asked what social and emotional skills were. Once the researcher realized what little previous knowledge the students held, they then had to conduct an impromptu lesson on what social and emotional skills were so the students would be able to answer the questions on the paper. Because this lesson wasn't planned, it took time away from the following discussion and made it so that the students had less time to spend on the pre-assessment quiz.

Due to having very little previous knowledge, the students faced a greater challenge attempting to answer the questions on the pre-assessment quiz. On top of the difficulty of finding previous knowledge to use to answer the questions, the classroom teacher was asking that the students answered the questions with full sentences. This created confusion among the class because the researcher's instructions were to answer the questions in any way they felt they could to get their point across. The teacher then pulled the researcher aside and said that she needed them to practice full sentences so the instructions then changed in the middle of the quiz for the students to answer their questions in full sentences. The combination of the lack of previous knowledge and confusing instructions shortened the amount of time students had to

take the quiz and led to many students not completing all of the questions. The full sentences also required more thought which led to a lot of incompletions of the pre-assessment quiz.

The researcher also made personal mistakes during the four-week lesson plan. One of the mistakes was that the researcher forgot to collect or take pictures of the students' work during the second activity "Drawing with Mistakes." Because of this mistake, the researcher is not able to provide any evidence for how the activity went, except for personal recollections. Another mistake was the organization of the final activity "Applause, Please." During the explanation of this activity, the researcher believed they had thoroughly explained the activity to the students, but when the activity began new rules and directions needed to be shouted out as the students were participating in the activity. The finders for this activity were outside, but the researcher did not think of how they would get the finders back into the classroom when the groups were ready to begin. Because of this, the groups would all run outside to get their finder or yell for them to come inside. The researcher also forgot to inform the students that the only people who should be out of their seats are the finders. This resulted in the groups following the finder around the classroom creating chaos when the groups began to interact. The students also found it difficult to follow the no talking rule and had to be told often to stay quiet. Going forward, if the researcher were to use this activity again, they would need to be more explicit with all of the rules and make sure they thought through all aspects of the activity, not just the main portion of it.

The researcher also found positive outcomes that came from this project. The main goal of the four-week lesson plan was to motivate the students in a positive way to participate in class more and to raise their self-esteem so they feel comfortable sharing out with their peers. The

researcher believes that these goals were reasonably met. During the first week of lessons, the researcher was able to count how many different students shared out during the discussions held, totaling only five different students throughout the entire lesson. By the time we reached the third and fourth week, there was such a large jump in the participation rate there now only five students who did not share out throughout the lesson.

Another positive outcome was the behavior of the two students noted, by the classroom teacher, as having “external” behavioral problems. One student was noted to act out during instruction time and would always be out of their seat. If they remained in their seat, they could be found drawing on their assignments or talking to their group mates. During the second and third week, this particular student followed all of the rules given for the activity and worked quietly on their post-assessment quiz. This student was also able to answer all of the post-assessment questions even though they were not present for the pre assessment quiz. During the class discussions, this student seemed interested in the topics, showed respect during the researcher's lessons and would always ask questions when they did not understand something. The researcher would also like to note that this particular student was one of the students who shared out after the “Encouraging Notes” activity. Their activity can be found in Figure 3 of the project implementation section of this paper. While the second student didn't have a noticeable difference in their behavior, they were also noted to continuously be asking questions. The researcher also noted that this student seemed to have difficulty staying focused long, but when they were focused, they were very attentive to what the researcher was presenting.

Recommendation

To continue on with this Capstone Project, the researcher would recommend extending the amount of time spent on SEL. Time played the biggest factor in allowing the students to truly comprehend what this new idea being presented to them was. Ideally, these types of lessons would be implemented throughout the school year and would be able to coordinate with the academic lessons they would be learning at the same time. More time would allow for more engaging activities and discussions, a better introduction to these types of ideas and more time to reinforce the SEL ideas. Jones and Bouffard (2012) provided evidence that the best way to integrate SEL teachings into the classroom and make the teachings last is to integrate these ideas into the daily curriculum. Because social, emotional and academic skills develop interconnectedly teaching these ideas everyday will strengthen students' development and understanding of these skills.

The researcher would also recommend teaching a variety of different types of SEL skills; for this particular classroom the researcher had to focus on skills that fostered the students' internal behaviors. Given enough time and a different set of students, the teacher would be able to teach different skills to better suit their classroom. Regardless of the makeup of the classroom, the researcher would recommend focusing on skills that would help raise students' internal behaviors (such as self-esteem and participation) and skills that would help to manage and prevent external behaviors (such as aggression or getting their peers off task). Providing a mix of these types of skills will allow for the development of the whole-child. They will be able to understand and hold the skills necessary to manage and navigate many different types of interactions and experiences. Elias (2006) has named SEL as the "missing piece" to educating

the whole child. Elias (2006) shows that teaching the whole child encompasses a lot of different skills including becoming a problem solver, understand the academics being presented to them, and understanding and managing their emotions. Without focusing on all of these different aspects of the child, their education will not prepare them for their futures.

Future Plans To Build On The Capstone

Currently, the researcher plans to use the foundation this Capstone Project provided and continue to use these types of ideas in their classroom. The researcher will not only use these activities in their future classrooms, but they hope to change and update these activities so they fit better into their current classroom. For example, the “Drawing with Mistakes” activity could be modified and added to help personalize it to any classroom it was presented in. If the teacher has a class that needs help in their creativity and writing, the researcher would then also have their students write a story that goes with each of the four pictures to foster creativity and promote the students’ writing skills.

This researcher also hopes to continue to grow as the research continues to change and learn from itself. By continuing to grow with the research, the researcher then hopes to share this information with their colleagues to help foster more growth within their classrooms. To do this, the researcher would hope they would be able to plan, manage and hold training classes for the teachers to show them how promoting SEL in the classroom will have a positive impact on both the teachers and the students. By beginning to branch these teachings out, the researcher hopes to build a positive climate throughout their school site, not just their classroom. The researcher feels it is the job of a teacher to help all students at their school and to do this they wish to spread

these teachings and ideas of SEL in not only their classroom, but to the entire school site and hopefully, spread to teach SEL at the district level.

Conclusion

This Capstone Project was built to foster the growth and needs of a single classroom. This classroom needed help in building their self esteem and feeling comfortable sharing out academically in their class, so the skills taught were chosen to help build those needs. Overall, this project had a positive impact on the classroom with higher participation rates in the later weeks of the lessons. This project also held limitations that did not allow for the students to grow to their best of their abilities because time constrained the lessons, lack of previous knowledge caused for confusion and organization of some activities limited the amount of growth that could happen.

To help fix those limitations the researcher recommends continuing to teach SEL ideas in the daily curriculum of your classroom to build a solid foundation of social and emotional skills to build off of and strengthen those ideas so they stay with the students. Stopping these ideas at the classroom level is not sufficient, if the ideas do not carry on throughout the students' time in education, these SEL ideas will begin to fade and won't allow for continued growth. Continued growth does not have to stop with the students, continued growth needs to occur with the researcher as well. This is why the researcher would like to continue their education and foster growth in themselves and their future classrooms.

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APPENDICES

APPENDIX A - LESSON PLANS

APPENDIX B - PRE-ASSESSMENT QUIZ

APPENDIX C - CELEBRATIONS AND CONCERNS BOX QUESTION

APPENDIX D - ENCOURAGING NOTES WORKSHEETS

APPENDIX E - POST-ASSESSMENT QUIZ

APPENDIX A - LESSON PLANS

Lesson Overview - Week 1

Subject: Social Skills

Topic: Social-Emotional Learning

Grade Level: Fourth

Measurable Learning Objective: Students will complete the 6 question pre-assessment quiz about Social-Emotional Learning.

Summary: This unit will feature a 4 week plan where each week will focus on a different skill that helps to support the students' Social-Emotional Learning (SEL). The first week will act as an introduction week to ease the students into the idea SEL. During this introduction week students will participate in a pre assessment quiz to see what previous knowledge they hold on this topic. From there, a class discussion will be facilitated by the teacher about what the pre assessment asked about. Finally, the students will be introduced to an ongoing activity that will be utilized throughout the remaining lesson plans.

Implementation

Learning Context: This lesson fits into the general context of what the overarching lessons will be teaching because it will build a foundation for later activities. In order to grow and learn, you must first reflect on what you know and discuss with classmates why you think that way. This unit on Social-Emotional Learning (SEL) is focusing on developing students' social-emotional skills to provide them the tools necessary to make informed decisions within their daily life.

Teaching Strategy: Teacher-Facilitated Discussion, Independent Work

Time Allotment: 30 - 45 minutes

Procedure

Anticipatory Set: Begin the lesson by utilizing a discussion platform to get the students involved and interested in the topic.

Modeling: During the allotted time for students to write for the celebrations and concerns box, the teacher will model various comments that the students can write.

Guided Practice: During the discussion portion of the lesson, the teacher will guide the discussion utilizing pre-written questions and topics for a class-wide discussion.

Independent Practice: Students will individually work on their pre-assessment quiz to answer the questions and see what previous knowledge they hold on this topic. Students will also be given an opportunity to write a card for the celebrations and concerns box at the end of the lesson.

Closure: After students turn in their cards for the celebrations and concerns box, the teacher will facilitate an end-of-the-day discussion to talk about what the students learned and what they enjoyed about the lesson.

Follow-Up: The next lesson will begin to expand on the knowledge the students' learned during the introductory week. The next week will focus on the emotional skill of perseverance, utilizing a discussion platform and activities to connect to the central theme of the week.

Materials and Resources

Instructional Materials:

- Pre assessment quiz - 6 questions
- Celebrations and concerns box
- Index cards for questions for the celebrations and concerns box

Resources: Pre assessment quiz (See Appendix B)

Standards and Assessments

Content Standard: 1.Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Assessment Plan: Students complete all 6 questions from the pre-assessment quiz about Social-Emotional Learning.

Lesson Overview - Week 2

Subject: Social Skills

Topic: Social-Emotional Learning

Grade Level: Fourth

Measurable Learning Objective: Students will define what perseverance is.

Summary: This unit will feature a 4 week plan where each week will focus on a different skill that helps to support the students' Social-Emotional Learning (SEL). During this second week of instruction, the lesson will help students' understand what perseverance is and why it is important. This lesson will begin with the teacher answering questions that were left in the celebrations and concerns box that was introduced in the first lesson. The lesson will continue with a teacher facilitated discussion on perseverance. During this discussion, the class will discuss what perseverance means to them and how they can utilize daily affirmations to help them strengthen their perseverance. The lesson will then transition into a class activity, Drawing with Mistakes, to show how perseverance helps lead to positive outcomes. The final activity will

involve a final class discussion about how the activity Drawing with Mistakes helps to show perseverance.

Implementation

Learning Context: This lesson in particular will show the students a specific emotional skill that will help them throughout their daily life and time in education. The introductory week that came before this set up a foundation for what emotional and social skills are, then this lesson will help to focus on one specific skill (perseverance).

Teaching Strategy: Teacher-Facilitated Discussion, Student activity

Time allotment: 45 minutes

Procedure

Anticipatory Set: Introduce the lesson with engaging questions to get the students involved in the topic of the week.

Modeling: Students will look to the teacher's example for the activity to what kinds of shapes they can draw for the first step of the activity.

Guided Practice: The teacher will lead the students in a discussion by posing questions for the students to respond to.

Independent Practice: The students will independently work on the drawings for their activity to show that they are able to complete the activity without assistance.

Closure: To conclude this lesson the teacher will facilitate a discussion on the questions that were left in the celebrations and concerns box the previous week.

Follow-Up: The next week will introduce a specific social skill (encouragement) that will incorporate a class discussion and an activity that will help the students to encourage one another.

Materials and Resources

Instructional Materials:

- Celebrations and Concerns Box
- Blank piece of white paper
- Pencil

Resources:

- Powerpoint to lead class discussion on Perseverance

Standards and Assessment

Content Standard:

1.Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

1.c.Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

Assessment Plan: Assess how students understand and define what perseverance is.

Lesson Overview - Week 3

Subject: Social Skills

Topic: Social-Emotional Learning

Grade Level: Fourth

Measurable Learning Objective: Students will discuss how the activity shows encouragement.

Summary: This unit will feature a 4 week plan where each week will focus on a different skill that helps to support the students' Social-Emotional Learning (SEL). During the third week of instruction the students will take the time to discuss as a class what encouragement is, and what it looks like in their daily lives. This lesson will begin with the teacher answering any questions that were in the Celebrations and concerns box. After the questions, the teacher will lead the students through a discussion about encouragement. From there the students will participate in a classroom wide activity. After the activity finished, the students would then be paired up to share how the activity made them feel and why they believe encouraging one another is an important social skill to have.

Implementation

Learning Context: This lesson will focus on teaching the students a specific social skill (encouragement) that will help them to navigate their social interactions. While focusing on the big picture of Social-Emotional Learning, it is imperative that we teach the students specific skills that they can carry with them.

Teaching Strategy: Teacher-Facilitated Discussion, Pair Sharing

Time allotment: 30 - 45 Minutes

Procedure

Anticipatory Set: During the opening discussion, the teacher will utilize a slideshow to gain the attention of the students and to help move the students to share their thoughts with the whole class.

Modeling: The teacher will demonstrate what types of encouraging words the students can leave for one another.

Guided Practice: The teacher will lead the discussion so students will have a starting point to work off of for what to discuss. The teacher will also lead the students on how to properly write an encouraging note for their peers.

Independent Practice: The students will work on their own to write encouraging words for one another and facilitate their own discussion after they are put into pairs.

Closure: The teacher will lead a discussion about how the activity impacted them and why this helps to show why encouraging one another is important. The teacher will also read the questions left in the celebrations and concerns box from the following week.

Follow-Up: This week's lesson focuses on teaching a specific social skill while the previous week taught a specific emotional skill and the next week will be a wrap-up lesson that will discuss both social and emotional skills utilizing knowledge they've gained from these past activities.

Materials and Resources

Instructional Materials:

- Celebrations and Concerns Box
- Blank piece of paper
- Pen or pencil

Resources:

- Powerpoint to facilitate class discussion

Standards and Assessment

Content Standard:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Assessment Plan: Assess how students connect the activity to what encouragement is.

Lesson Overview - Week 4

Subject: Social Skills

Topic: Social-Emotional Learning

Grade Level: Fourth

Measurable Learning Objective: Students will write their own definition of Social-Emotional Learning.

Summary: This unit will feature a 4 week plan where each week will focus on a different skill that helps to support the students' Social-Emotional Learning (SEL). During this fourth and final week of instruction, the students will work on their definition of what SEL is. The teacher will first answer questions from the celebrations and concerns box. Following this, the class will answer the five questions on the post assessment quiz on SEL. After answering the five questions, the class will then engage in a classroom discussion on what they believe SEL is and why. Finally, the students will participate in a final classroom activity named "Applause, Please."

Implementation

Learning Context: This lesson will focus on connecting the emotional and social skill that the students learned about and discuss why it is important to have a foundation of both social and emotional skills.

Teaching Strategy: Teacher-Facilitated Discussion, Class Activity, Personal Assessment

Time allotment: 30 - 45 Minutes

Procedure

Anticipatory Set: The teacher will utilize an engaging discussion to get the students interested and involved in the final lesson.

Modeling: The teacher will model how the activity “Applause, Please” works by demonstrating how students should clap when the finder is far away from an object and how they should clap when the finder is close to the object.

Guided Practice: The teacher will lead the class discussion by asking engaging questions to allow for students to answer freely and continue the discussion on their own.

Independent Practice: Students will work independently on their post assessment quiz. The students will also work without guidance from the teacher once the activity begins.

Closure: After the activity concludes, the teacher will conduct a final class discussion about what types of social and emotional skills this activity showed.

Follow-Up: The teacher will continue to emphasize the importance of social and emotional skills throughout the remainder of the school year.

Materials and Resources

Instructional Materials:

- Celebrations and Concerns Box

Resources:

- Post-Assessment quiz - 5 questions

Standards and Assessment

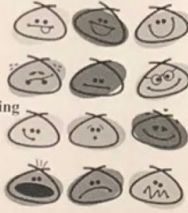
Content Standard: 1.Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Assessment Plan: Compare the students' answers from the pre assessment quiz to the post assessment quiz to see students' growth and understanding of what Social-Emotional Learning is.

APPENDIX B - PRE-ASSESSMENT QUIZ

Name: _____

Pre-assessment on Social-Emotional Learning



1) Do you believe social skills effects your grades in school?

2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)



3) Do you believe emotional skills effect your grades in school?

4) What emotional skills do you believe are most important? (Some examples of emotional skills includes empathy, giving thanks, honesty, patience and being resilient)




5) Have you heard of Social-Emotional Learning before today? Yes or no.

6) If yes, what is Social-Emotional Learning? If you haven't heard of Social-Emotional Learning before today, what do you think it is?

Name: [Redacted]


Pre-assessment on Social-Emotional Learning

1) Do you believe social skills effects your grades in school?
 I do think that effects me because I could help my partner when he needs help.

2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)
 I believe that I will problem solving and encouraging other.

3) Do you believe emotional skills effect your grades in school?

4) What emotional skills do you believe are most important? (Some examples of emotional skills includes empathy, giving thanks, honesty, patience and being resilient)




5) Have you heard of Social-Emotional Learning before today? Yes or no.

6) If yes, what is Social-Emotional Learning? If you haven't heard of Social-Emotional Learning before today, what do you think it is?

Name: [Redacted]


Pre-assessment on Social-Emotional Learning

1) Do you believe social skills effects your grades in school?
 social skills dont effect your grades.

2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)
 I think the social skills that are the most important are participating, problem solving and active listening.

3) Do you believe emotional skills effect your grades in school?
 I believe emotional skills do effect your grades.

4) What emotional skills do you believe are most important? (Some examples of emotional skills includes empathy, giving thanks, honesty, patience and being resilient)



5) Have you heard of Social-Emotional Learning before today? Yes or no.

6) If yes, what is Social-Emotional Learning? If you haven't heard of Social-Emotional Learning before today, what do you think it is?

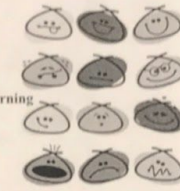

Name: [Redacted]

Pre-assessment on Social-Emotional Learning

1) Do you believe social skills effects your grades in school?
 I believe social skills do effects your grades at school because it could help you become a better learner.

2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)
 I believe the most important social skill is listening so you can understand what they are trying to say.


3) Do you believe emotional skills effect your grades in school?
 I do believe emotional skills effect your grades in school because it can't make you become a better student.

4) What emotional skills do you believe are most important? (Some examples of emotional skills includes empathy, giving thanks, honesty, patience and being resilient)
 I believe the most important emotional skill is

5) Have you heard of Social-Emotional Learning before today? Yes or no.
 I have not heard about social emotional before.

6) If yes, what is Social-Emotional Learning? If you haven't heard of Social-Emotional Learning before today, what do you think it is?





Name: [Redacted]

Pre-assessment on Social-Emotional Learning

1) Do you believe social skills effects your grades in school?
 I do believe social skills effect my grades in school because share, participate, listen, and encourage others you will know what thier trying to mean in a test.

2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)
 I think communication are the most important social skill because the more you communicate you will lunderstand words more.


3) Do you believe emotional skills effect your grades in school?
 I believe emotional skills effect my grades in school because if you act angry to everyone you wont listen what the teacher is saying.

4) What emotional skills do you believe are most important? (Some examples of emotional skills includes empathy, giving thanks, honesty, patience and being resilient)
 I believe empathy is most important emotional skill because you will know how hard it is to do the situation.

5) Have you heard of Social-Emotional Learning before today? Yes or no.


6) If yes, what is Social-Emotional Learning? If you haven't heard of Social-Emotional Learning before today, what do you think it is?



Name: [Redacted]

Pre-assessment on Social-Emotional Learning

1) Do you believe social skills effects your grades in school?
 I believe social skills do, effects your grades in school because if you don't do it, you won't improve in school.


2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)
 I believe participating and active listening are the most important because if you don't listen, you will not know what to do and if you don't participate, you will not be able to share your ideas.

3) Do you believe emotional skills effect your grades in school?

4) What emotional skills do you believe are most important? (Some examples of emotional skills includes empathy, giving thanks, honesty, patience and being resilient)

5) Have you heard of Social-Emotional Learning before today? Yes or no.
 No


6) If yes, what is Social-Emotional Learning? If you haven't heard of Social-Emotional Learning before today, what do you think it is?



Name: [Redacted]

Pre-assessment on Social-Emotional Learning

1) Do you believe social skills effects your grades in school?
 I believe social skills don't really effect my grades in school.


2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)
 The social skills that is the important one is participating.

3) Do you believe emotional skills effect your grades in school?
 I think my emotional skill do not effect my grades in school.

4) What emotional skills do you believe are most important? (Some examples of emotional skills includes empathy, giving thanks, honesty, patience and being resilient)
 The most important emotional skill is honesty.

5) Have you heard of Social-Emotional Learning before today? Yes or no.
 I have not heard about social-emotional learning.

6) If yes, what is Social-Emotional Learning? If you haven't heard of Social-Emotional Learning before today, what do you think it is?
 I think it means something about your emotional.



Name: _____

Pre-assessment on Social-Emotional Learning

1) Do you believe social skills effects your grades in school?
 I think social skills will effect your grades in school because you might get good grades

2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)


I believe the most important social skill is active listening!

3) Do you believe emotional skills effect your grades in school?
 I think emotion skills will effect my grades in a good way by gaveny me good grades.

4) What emotional skills do you believe are most important? (Some examples of emotional skills includes empathy, giving thanks, honesty, patience and being resilient)
 I think the emotional skills that are most important is being honesty.

5) Have you heard of Social-Emotional Learning before today? Yes or no.

6) If yes, what is Social-Emotional Learning? If you haven't heard of Social-Emotional Learning before today, what do you think it is?



Name: _____

Pre-assessment on Social-Emotional Learning

1) Do you believe social skills effects your grades in school?
 I don't think they effects my grades, my school and my class because we use those things anywhere.

2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)


I think participating and active listening are the most important social skills.

3) Do you believe emotional skills effect your grades in school?
 I don't think emotional skills effect my school.

4) What emotional skills do you believe are most important? (Some examples of emotional skills includes empathy, giving thanks, honesty, patience and being resilient)
 I think being empathy and honesty are the most important emotional skills.

5) Have you heard of Social-Emotional Learning before today? Yes or no.
 I think I have?

6) If yes, what is Social-Emotional Learning? If you haven't heard of Social-Emotional Learning before today, what do you think it is?
 I think it is something you FEEL.





Name: _____

Pre-assessment on Social-Emotional Learning

1) Do you believe social skills effects your grades in school?
 I think that Social skills do not effect my grade in my school because your helping someone when they are sad, happy, or mad.

2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)
 I think the most important social skill is Problem solving and encouraging others.


3) Do you believe emotional skills effect your grades in school?
 I think emotional skills do not effect my grade in my school because it means talking about yourself in kind ways.

4) What emotional skills do you believe are most important? (Some examples of emotional skills includes empathy, giving thanks, honesty, patience and being resilient)
 The emotional skill I think is the most important is empathy, honesty and being resilient.

5) Have you heard of Social-Emotional Learning before today? Yes or no.
 No, I have not heard of social-Emotional.

6) If yes, what is Social-Emotional Learning? If you haven't heard of Social-Emotional Learning before today, what do you think it is?
 I think its feelings about yourself.



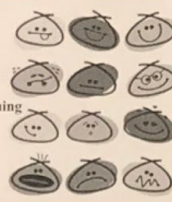

Name: _____ Date: 02/01/19

Pre-assessment on Social-Emotional Learning

1) Do you believe social skills effects your grades in school?
 I do not think that effects my grades, because I am happy in school and no one bothers.

2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)
 I think the most importants are participating and problem solving.


3) Do you believe emotional skills effect your grades in school?
 I don't think emotional skills effect my grades.

4) What emotional skills do you believe are most important? (Some examples of emotional skills includes empathy, giving thanks, honesty, patience and being resilient)
 One of the emotional skills that is most important is honesty because if you are not honest people won't trust you.


5) Have you heard of Social-Emotional Learning before today? Yes or no.
 No I have not heard about social-Emotional.

6) If yes, what is Social-Emotional Learning? If you haven't heard of Social-Emotional Learning before today, what do you think it is?
 I think It means other people's Emotional.




Name: _____

Pre-assessment on Social-Emotional Learning



1) Do you believe social skills effects your grades in school?
 I do believe social skills effect my grades because I would get better at social skills.

2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)




The social skills that are important participating, active listening, sharing and encouraging others.

3) Do you believe emotional skills effect your grades in school?
 I do think emotional skills effect my grades because they would help me by helping others.

4) What emotional skills do you believe are most important? (Some examples of emotional skills includes empathy, giving thanks, honesty, patience and being resilient)

The emotional skills that are important are empathy, being honest, and being resilient.

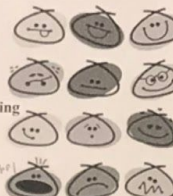


5) Have you heard of Social-Emotional Learning before today? Yes or no.
 No I havent heard of social-emotional learning.

6) If yes, what is Social-Emotional Learning? If you haven't heard of Social-Emotional Learning before today, what do you think it is?
 I think social-emotional learning is helping kids.


Name: _____

Pre-assessment on Social-Emotional Learning



1) Do you believe social skills effects your grades in school?
 I think they don't because you can share your ideas with or a diff.

2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)




I think they are important so you will know what you have to do.

3) Do you believe emotional skills effect your grades in school?
 I think you should be honest because so other people will believe you.

4) What emotional skills do you believe are most important? (Some examples of emotional skills includes empathy, giving thanks, honesty, patience and being resilient)

I think you should be resilient because you need to keep on working on it and you will get it.



5) Have you heard of Social-Emotional Learning before today? Yes or no.
 I have not heard about it I think it is to talk to your partner so you can share you ideas.


6) If yes, what is Social-Emotional Learning? If you haven't heard of Social-Emotional Learning before today, what do you think it is?
 I think it is to talk to your partner so you can share you ideas.

Name: [Redacted]

Pre-assessment on Social-Emotional Learning

1) Do you believe social skills effects your grades in school?
 I think social skills effect your grades in school because when you have a bad day like someone is being mean about you you will someone knows what happen and they can talk about it.

2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)




I think the most important social skills is: happy because if you have a good grades you do not want to be mad right.

3) Do you believe emotional skills effect your grades in school?
 I believe emotional skills effect your grades because if you do not know what to do your friend or someone will say "Do you need help".

4) What emotional skills do you believe are most important? (Some examples of emotional skills includes empathy, giving thanks, honesty, patience and being resilient)

The emotional skills that are important for me are kind. I think kind is the important because to show people when they tried to play a new thing like games.



5) Have you heard of Social-Emotional Learning before today? Yes or no.
 I did not heard social-Emotional Learning before but now I know what social-Emotional Learning is


6) If yes, what is Social-Emotional Learning? If you haven't heard of Social-Emotional Learning before today, what do you think it is?
 I think Emotional Learning is to show how you feel about something.

Name: [Redacted]

Pre-assessment on Social-Emotional Learning

1) Do you believe social skills effects your grades in school?
 I believe social skills does effect our grades in school. because it can help us be ready.

2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)




The social skill that are most important are participating and active listening.

3) Do you believe emotional skills effect your grades in school?
 I do believe emotional skills effect your grade because if your doing something hard you won't give up.

4) What emotional skills do you believe are most important? (Some examples of emotional skills includes empathy, giving thanks, honesty, patience and being resilient)

The most important emotional skills are being resilient and patient.



5) Have you heard of Social-Emotional Learning before today? Yes or no.
 I have not heard of Social-Emotional Learning before today.

6) If yes, what is Social-Emotional Learning? If you haven't heard of Social-Emotional Learning before today, what do you think it is?
 I think it is learning how to share your emotions.



Name: _____

Pre-assessment on Social-Emotional Learning

1) Do you believe social skills effects your grades in school?
 I believe social skills effects our grades because you can get better grades.

2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)
 I believe a social skill is helping others.


3) Do you believe emotional skills effect your grades in school?
 I believe emotional skills effect our grades because you have different emotions.

4) What emotional skills do you believe are most important? (Some examples of emotional skills includes empathy, giving thanks, honesty, patience and being resilient)
 I believe a emotional skill is never giving up.

5) Have you heard of Social-Emotional Learning before today? Yes or no.

6) If yes, what is Social-Emotional Learning? If you haven't heard of Social-Emotional Learning before today, what do you think it is?
 I think social emotional learning is caring about yourself and others.





Name: _____

Pre-assessment on Social-Emotional Learning

1) Do you believe social skills effects your grades in school?
 yes I do think social skills effects my grades in school because then if I listen more i will understand more.

2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)
 I think participating, problem solving and active listening are the most important.


3) Do you believe emotional skills effect your grades in school?
 yes i think they do effect my grades in school because if I dont want to do it it will maybe get a bad score ok

4) What emotional skills do you believe are most important? (Some examples of emotional skills includes empathy, giving thanks, honesty, patience and being resilient)
 I believe empathy, honesty and giving thanks are the most important.

5) Have you heard of Social-Emotional Learning before today? Yes or no.
 No I have not heard of Social-Emotional Learning before today.

6) If yes, what is Social-Emotional Learning? If you haven't heard of Social-Emotional Learning before today, what do you think it is?
 I have not heard of it but i think it is how you feel because it is called social-emotional about your emotions.





Name: _____

Pre-assessment on Social-Emotional Learning

1) Do you believe social skills effects your grades in school?
 social skills do not effects - grades in school.
 I think they don't effect because you can get good grades.

2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)
 I Think sharin, listning, and participating is so important.


3) Do you believe emotional skills effect your grades in school?
 I Think emational skills do not effect your grades in a school.

4) What emotional skills do you believe are most important? (Some examples of emotional skills includes empathy, giving thanks, honesty, patience and being resilient)
 I think emotional skills are important such as empathy, honcty, and resilient.

5) Have you heard of Social-Emotional Learning before today? Yes or no.
 I have never learned about Social-Emotional.

6) If yes, what is Social-Emotional Learning? If you haven't heard of Social-Emotional Learning before today, what do you think it is?
 I think social Emotional means empathy.





Name: _____

Pre-assessment on Social-Emotional Learning

1) Do you believe social skills effects your grades in school?
 I think social skills do effect my grades in school.

2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)
 I think the most important ones are sharing, participating, and encouraging others.


3) Do you believe emotional skills effect your grades in school?
 I think emotional skills don't effect my grade because it does not really effect your education.

4) What emotional skills do you believe are most important? (Some examples of emotional skills includes empathy, giving thanks, honesty, patience and being resilient)
 I think the most important ones are empathy, giving thanks, and honesty.

5) Have you heard of Social-Emotional Learning before today? Yes or no.
 No

6) If yes, what is Social-Emotional Learning? If you haven't heard of Social-Emotional Learning before today, what do you think it is?
 I think social-Emotional is how to control your emotions.




Name: _____

Pre-assessment on Social-Emotional Learning


1) Do you believe social skills effects your grades in school?
I believe social skills do affect my grades in school because participating is a social skill.

2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)




I believe participating, problem solving and encouraging others are the most important social skills.

3) Do you believe emotional skills effect your grades in school?
I believe emotional skills do affect my grades in school because sometimes if your not honest others can get hurt.



4) What emotional skills do you believe are most important? (Some examples of emotional skills includes empathy, giving thanks, honesty, patience and being resilient)

I believe empathy, honesty, patience and being resilient are the most important emotional skills.



5) Have you heard of Social-Emotional Learning before today? Yes or no.
I have not heard of Social-Emotional Learning before today.


6) If yes, what is Social-Emotional Learning? If you haven't heard of Social-Emotional Learning before today, what do you think it is?
I think Social-Emotional Learning is socializing with other people about your emotions, so that they don't cause problems.

Name: _____

Pre-assessment on Social-Emotional Learning


1) Do you believe social skills effects your grades in school?
yes because you will learn how to speak out loud to people mostly in your work.

2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)




to speak to people and share your opinions.

3) Do you believe emotional skills effect your grades in school?
yes because is you're nice people will want to talk to you or even be friends with you.



4) What emotional skills do you believe are most important? (Some examples of emotional skills includes empathy, giving thanks, honesty, patience and being resilient)

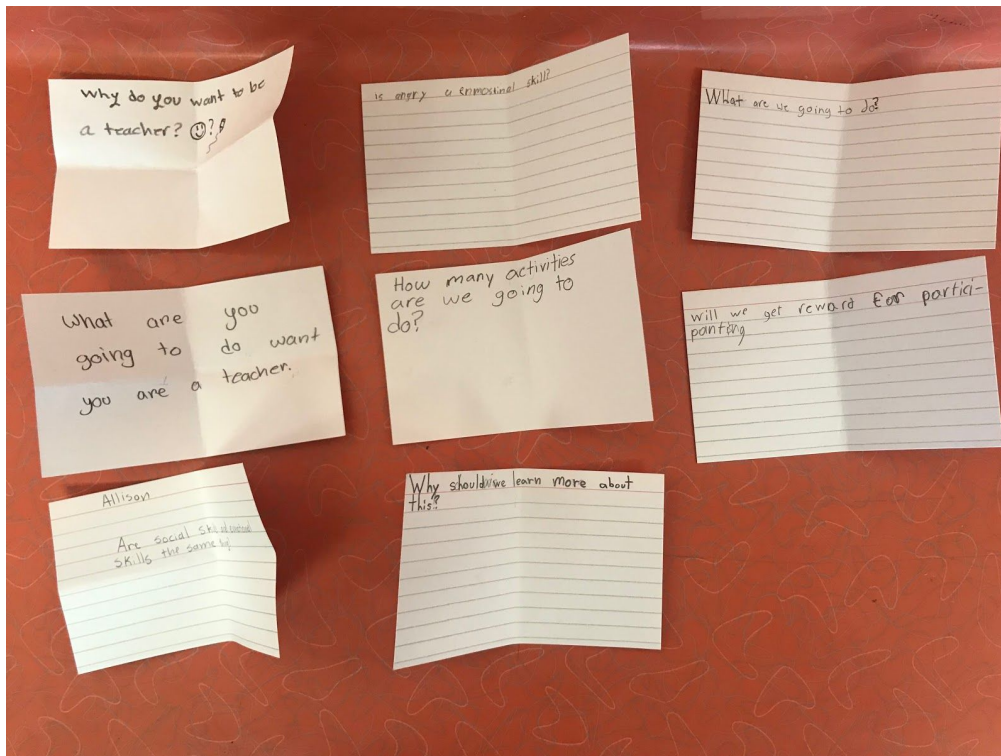
I think being honest and being nice because if you're people will want to be friends with you and being honest will make people trust you.

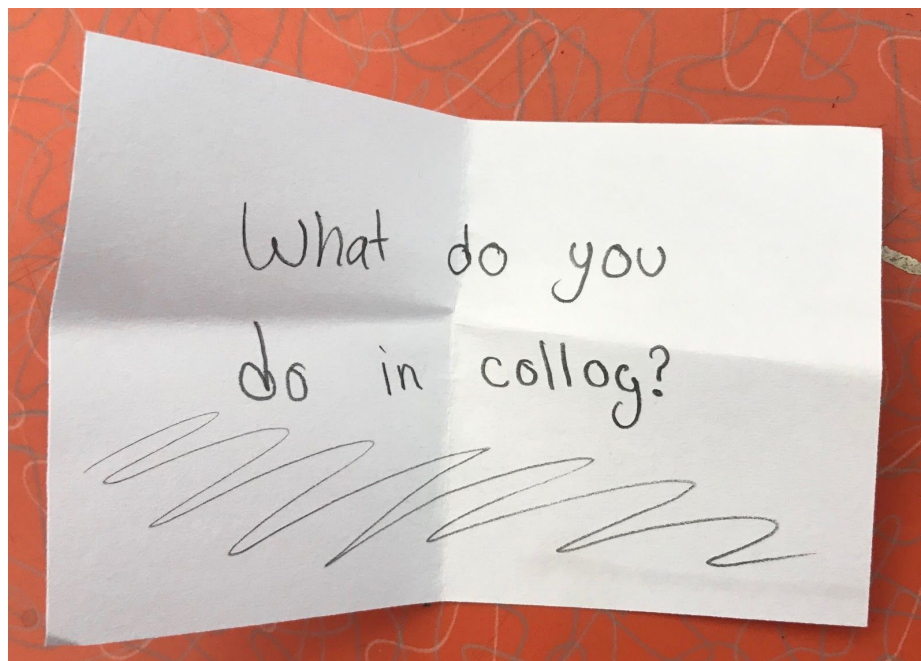
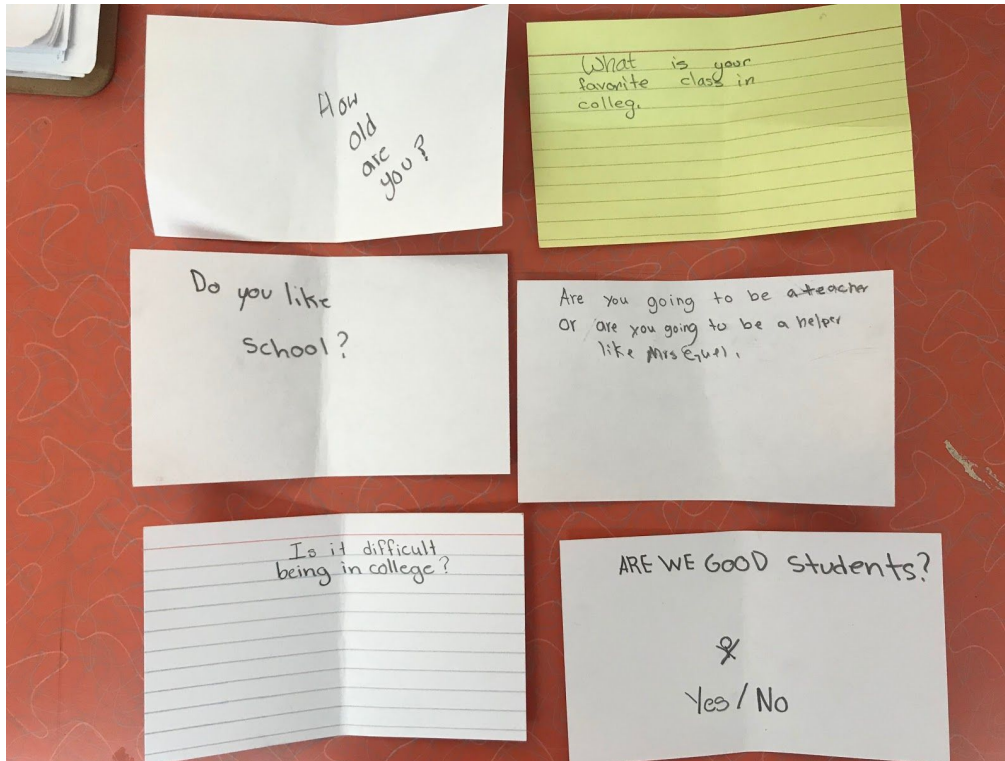


5) Have you heard of Social-Emotional Learning before today? Yes or no.
no I never learned this word called social-emotion.

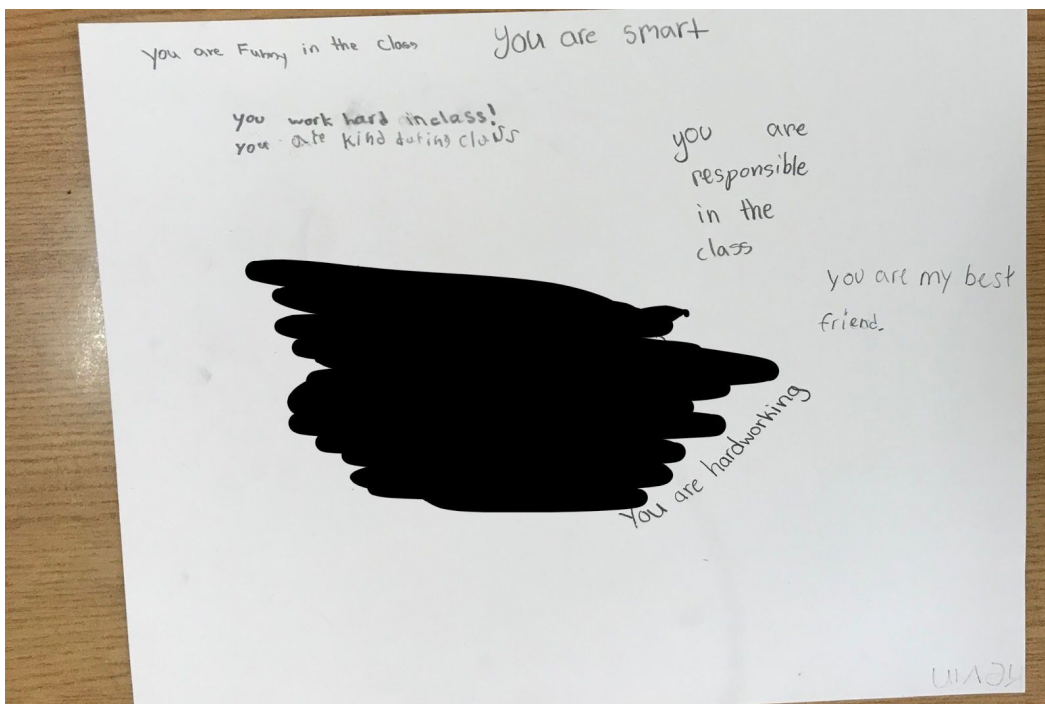
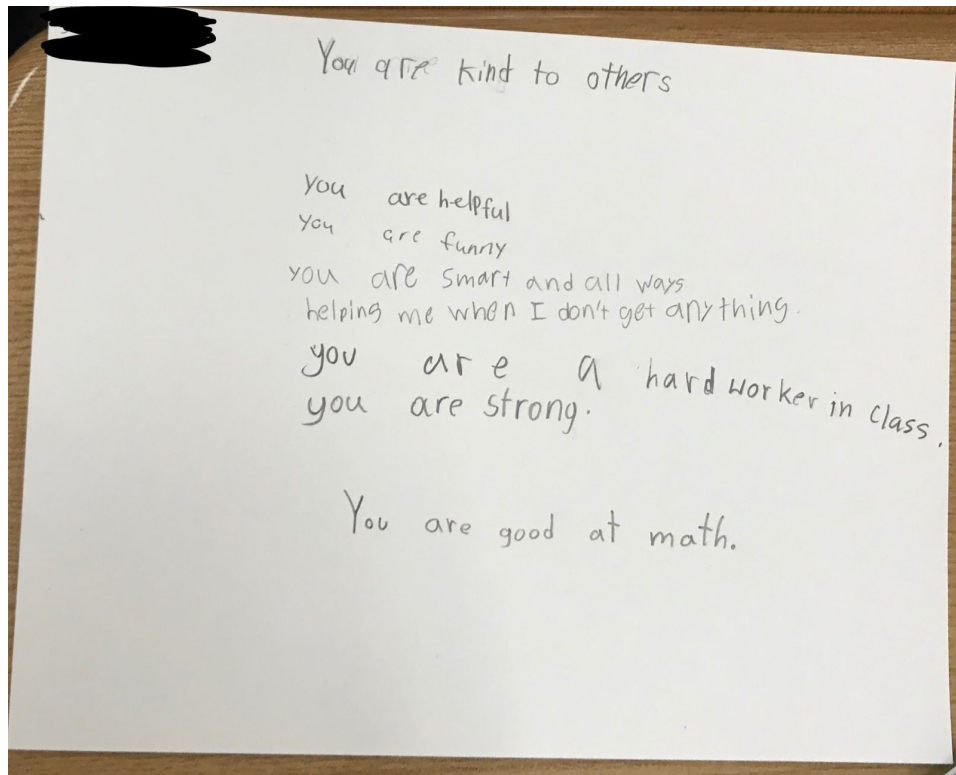
6) If yes, what is Social-Emotional Learning? If you haven't heard of Social-Emotional Learning before today, what do you think it is?
I think it means emotions you have around people.

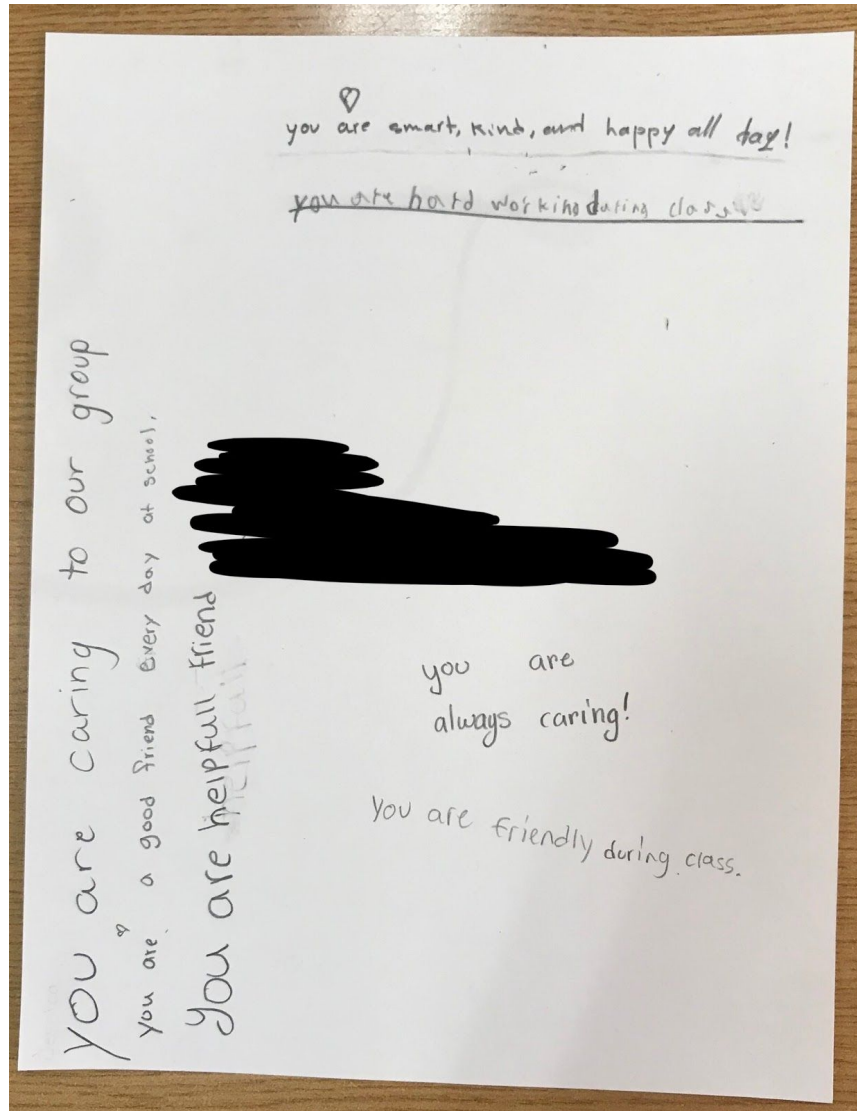
APPENDIX C - CELEBRATIONS AND CONCERNS BOX QUESTIONS

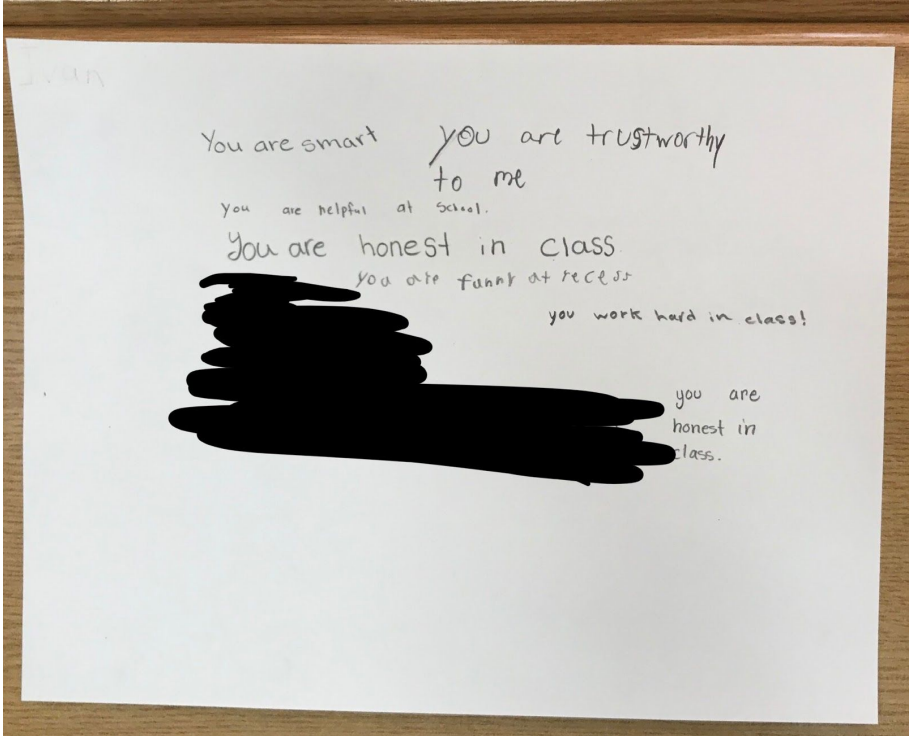




APPENDIX D - ENCOURAGING NOTES WORKSHEETS







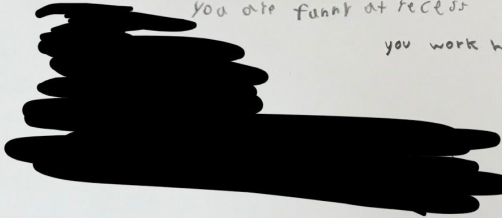
You are smart you are trustworthy
 to me

You are helpful at school.

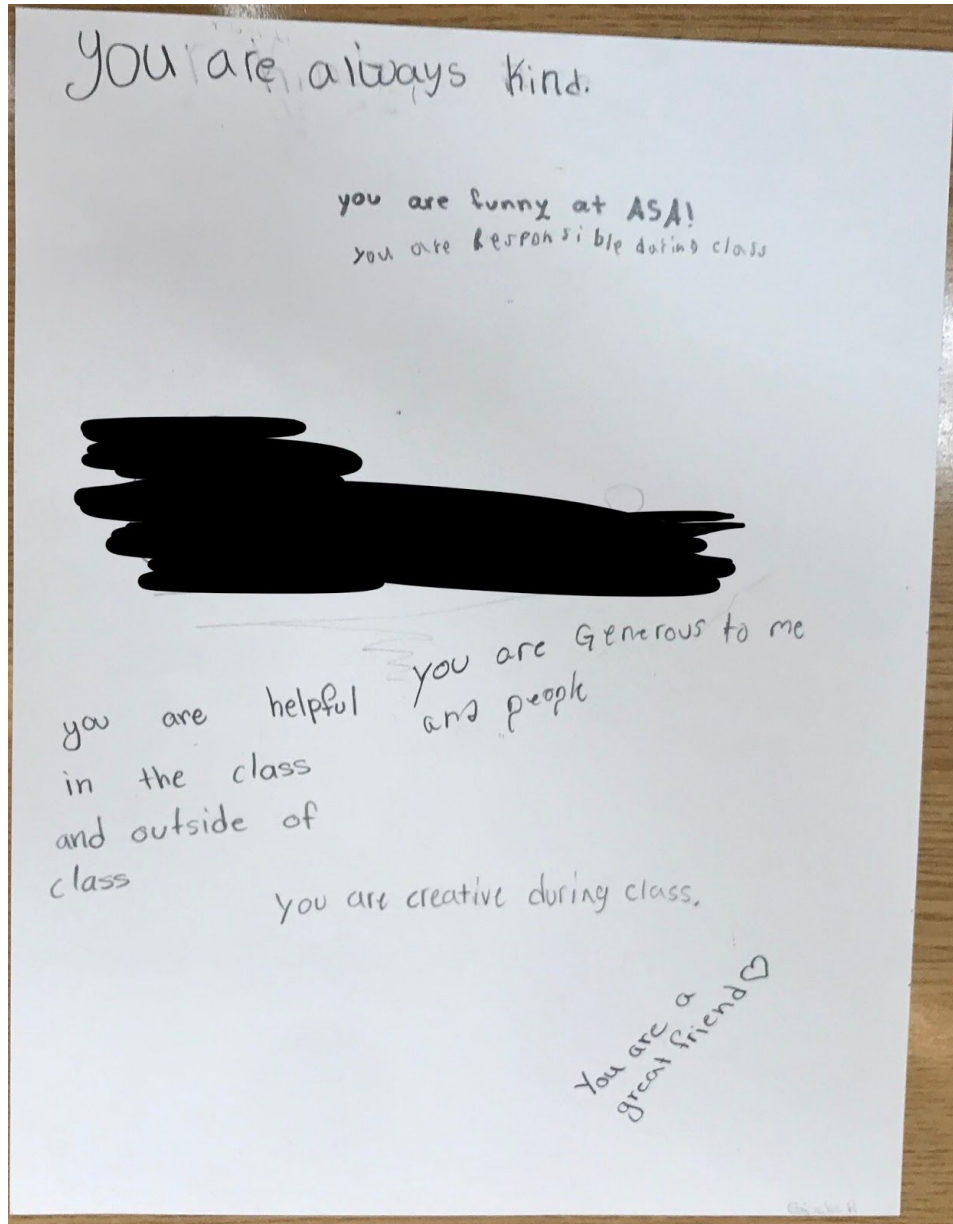
You are honest in class.

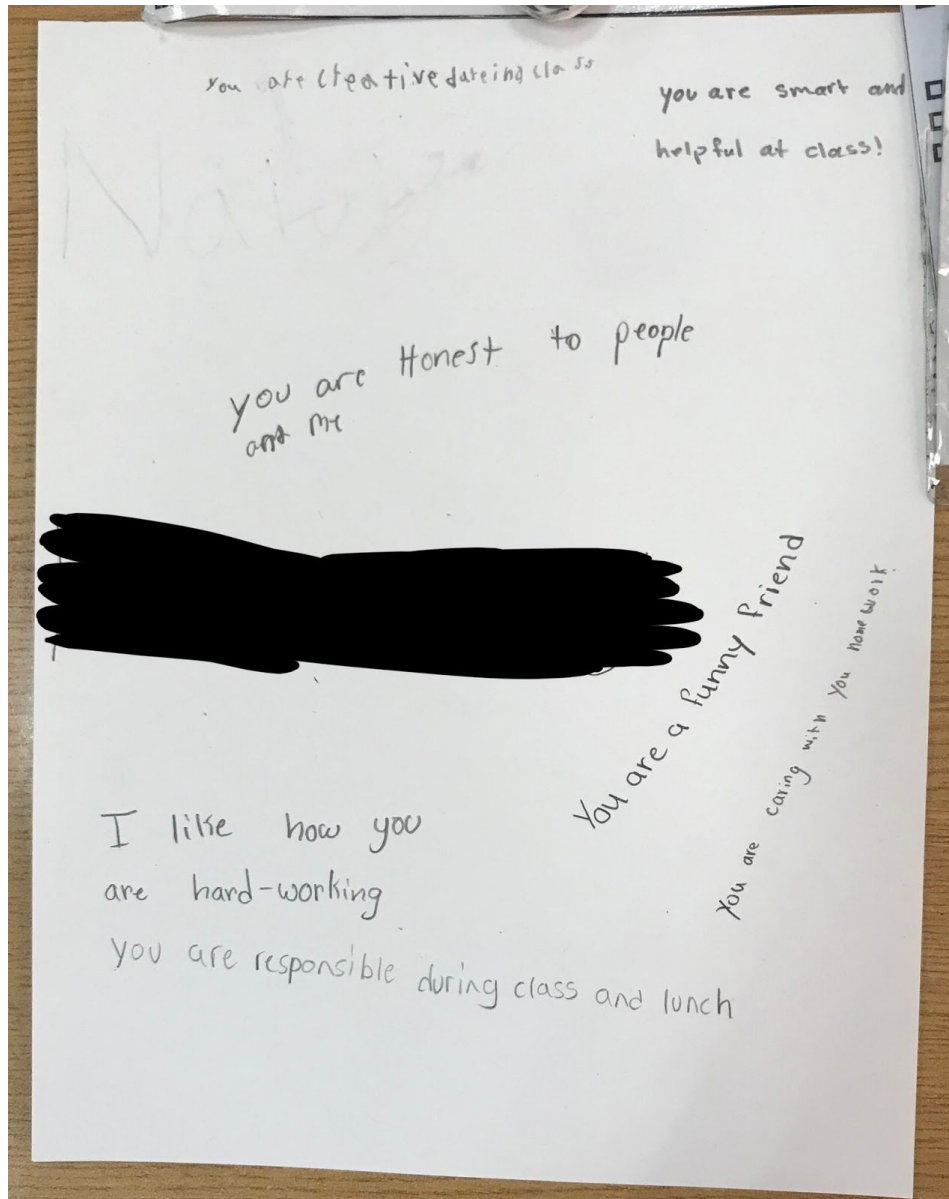
you are funny at recess

you work hard in class!



you are
honest in
class.

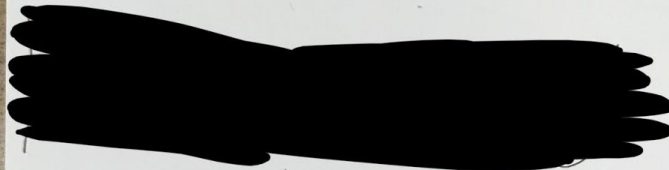




you are creative during class

you are smart and helpful at class!

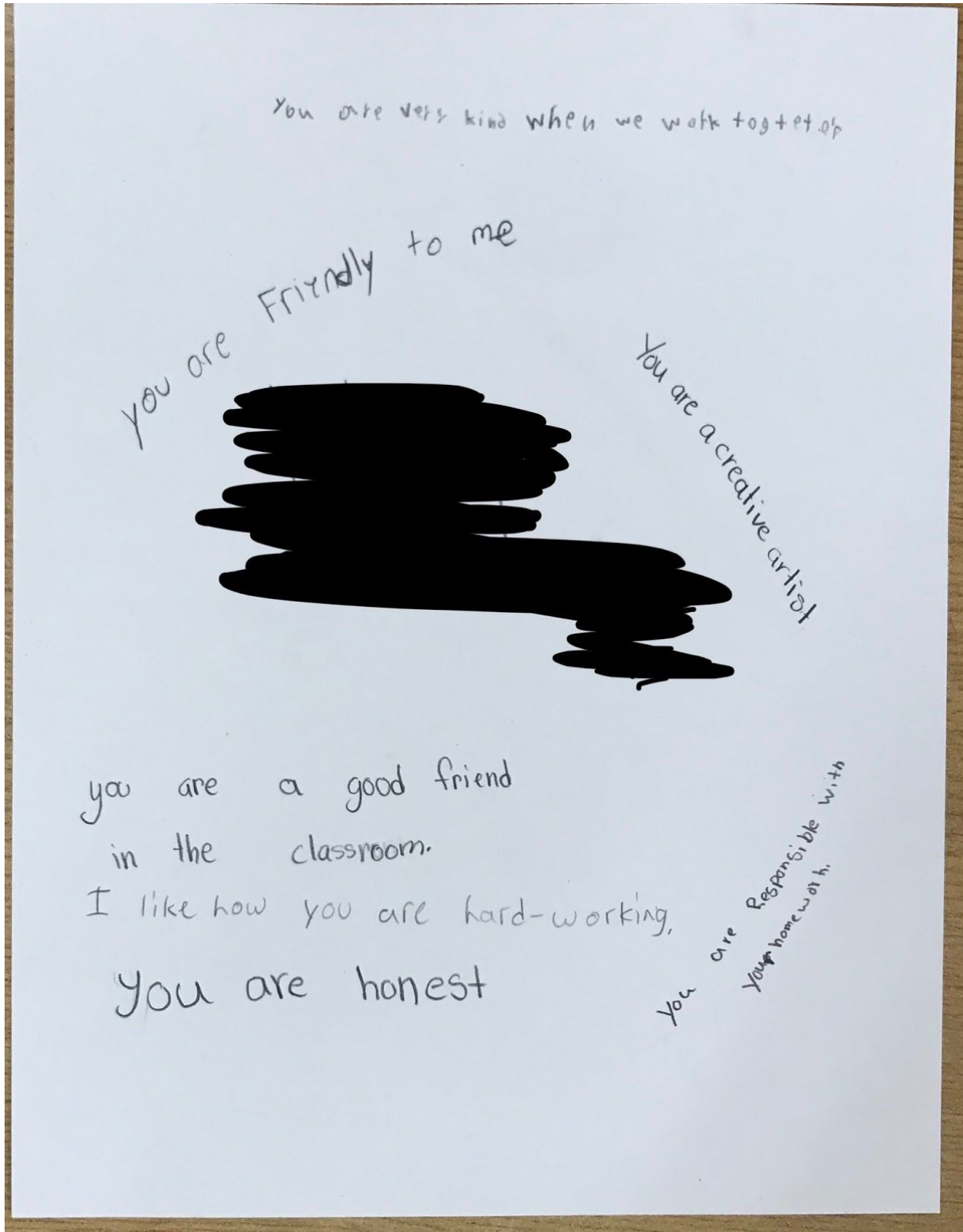
you are honest to people and me



I like how you are hard-working
you are responsible during class and lunch

you are a funny friend

you are caring with your homework



You are very kind when we work together.

You are Friendly to me

You are a creative artist

you are a good friend
in the classroom.

I like how you are hard-working,

You are honest

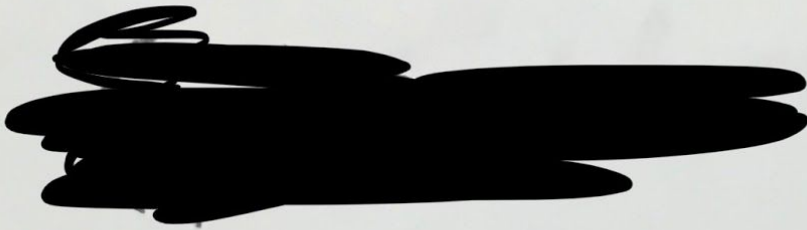
You are Responsible with
Your homework.

I like how you
are funny. You are cool.

You are Funny home

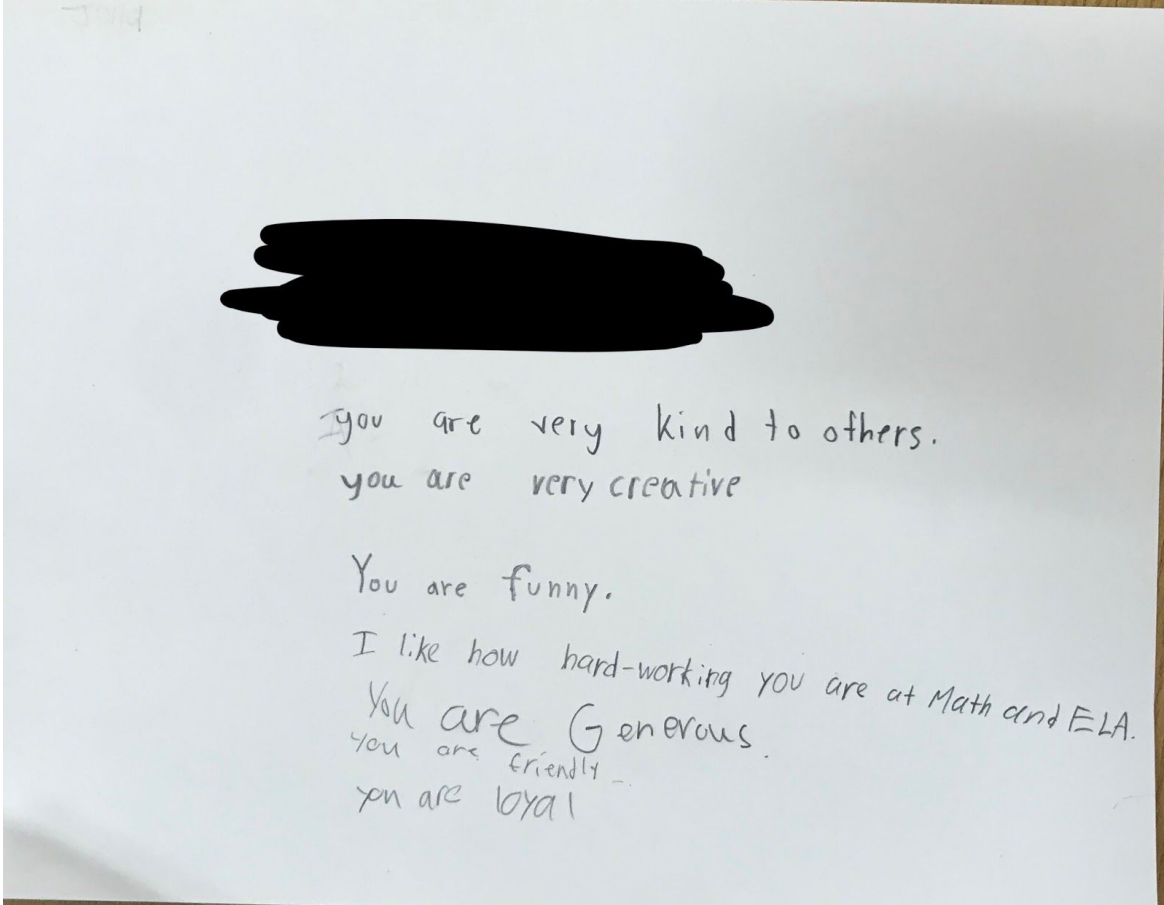
You are smart and kind!

I like how you're
hard working



you are kind to me

You are creative



You are hard working.

I like how good you are at soccer

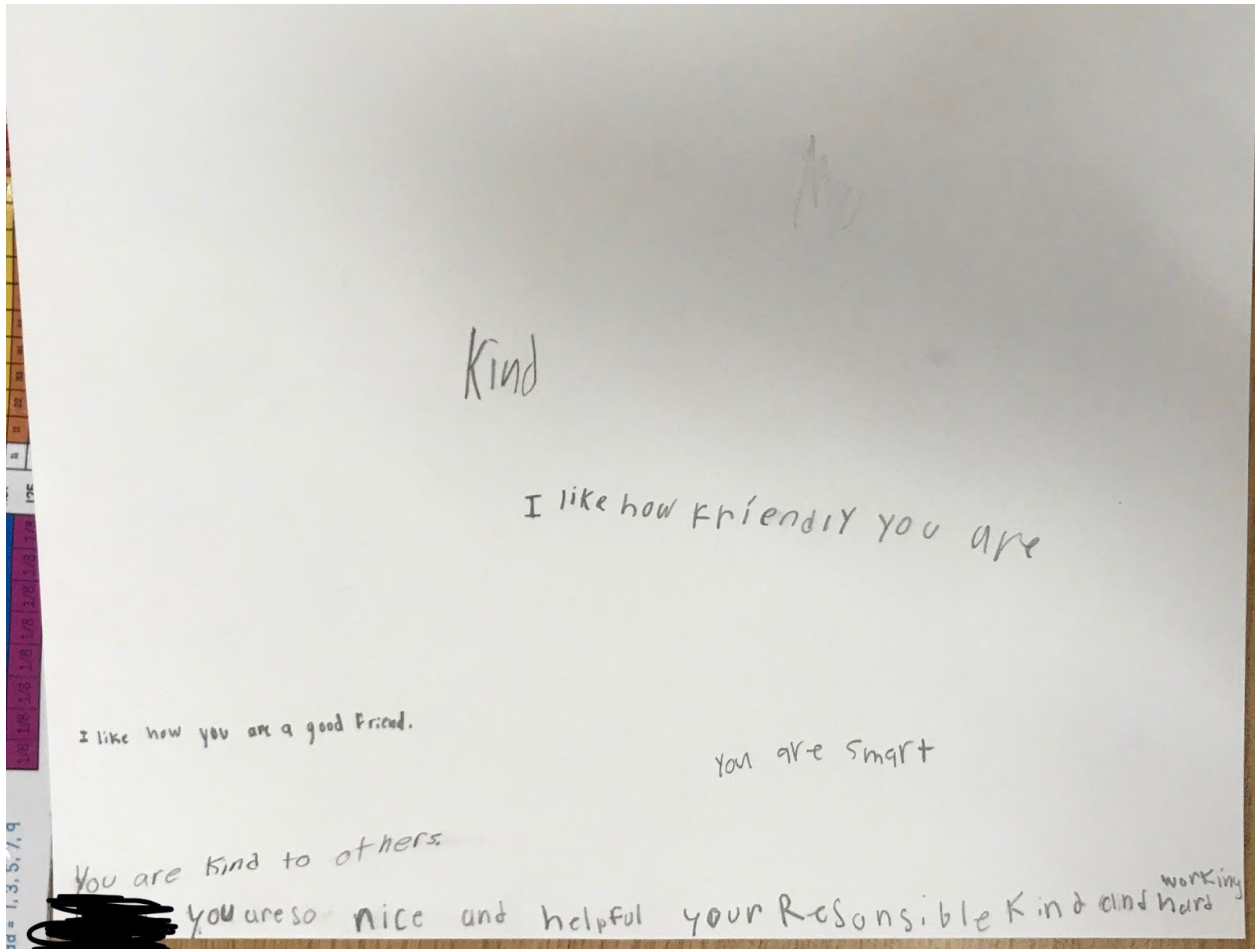
I like how you are Funny



You are kind
you are a good friend

you are so generous.

You are a very
good friend



I like how you are honest.

I like your JOKES in ASA.

I like how good friend you are

Funny child
you are so funny.

I like how you are funny how you said "chessburger."

you are kind

You are a caring person.

You are a good friend.
You are helpful

I think your funny because
you tried to throw a pencil
to my head.



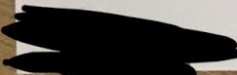
Good friend :



You are a generous friend.
you are the best person for a friend.
you are caring and friendly

You are helpful and kind.

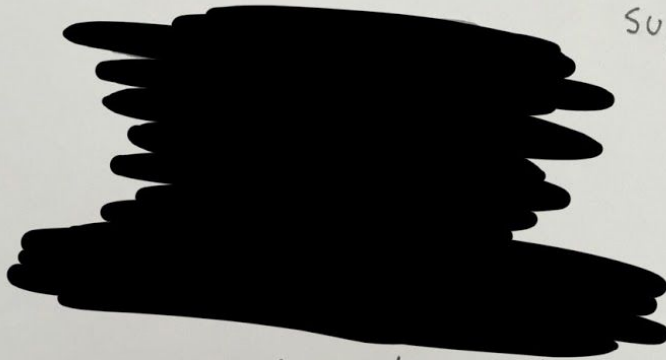
I like how you help me on my essay



You are a good friend.

I like how strong you are.

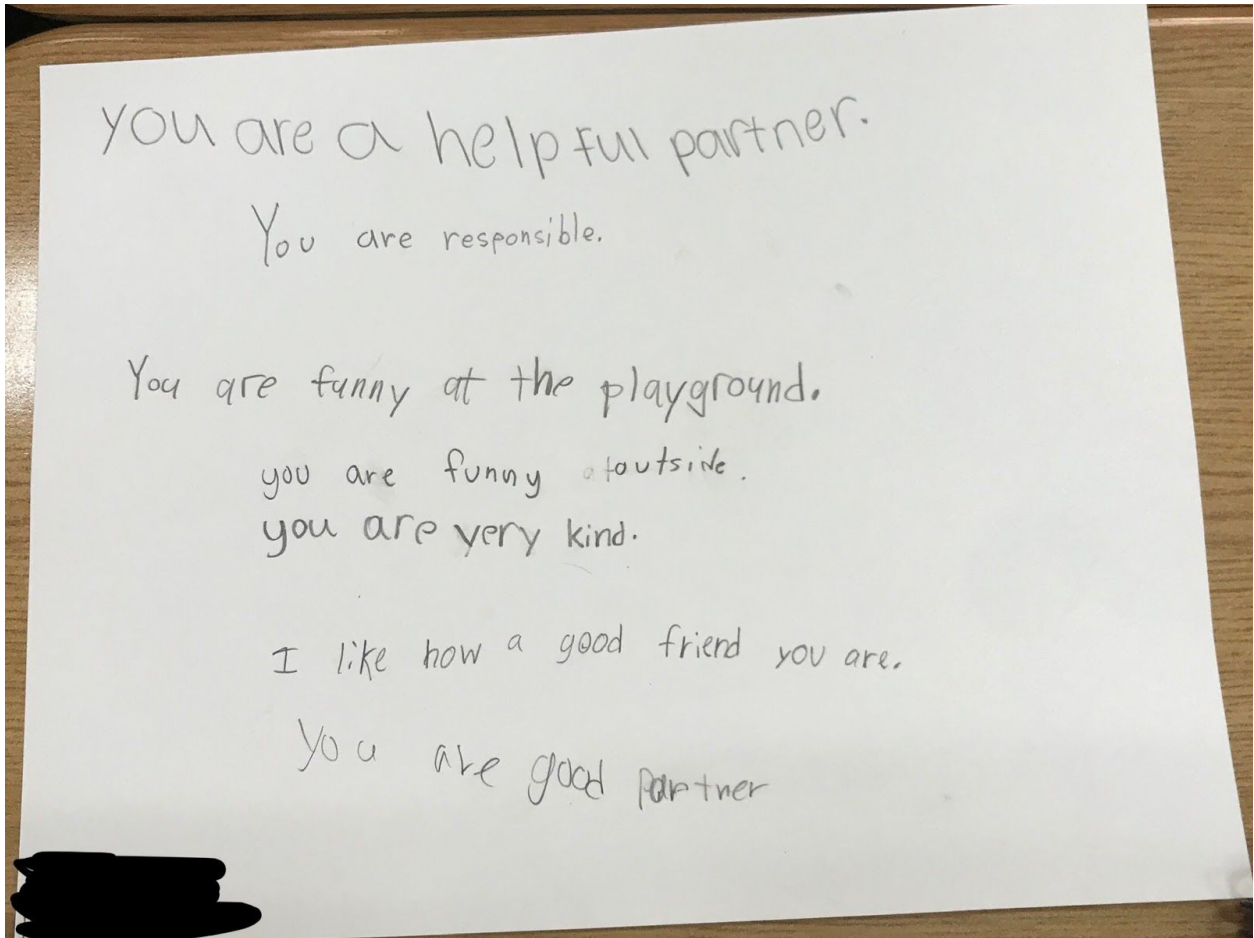
You are
supportive.



you are honest in class.
you are helpful in class

~~You~~
you are funny

You are creative



You are a helpful partner.

You are responsible.

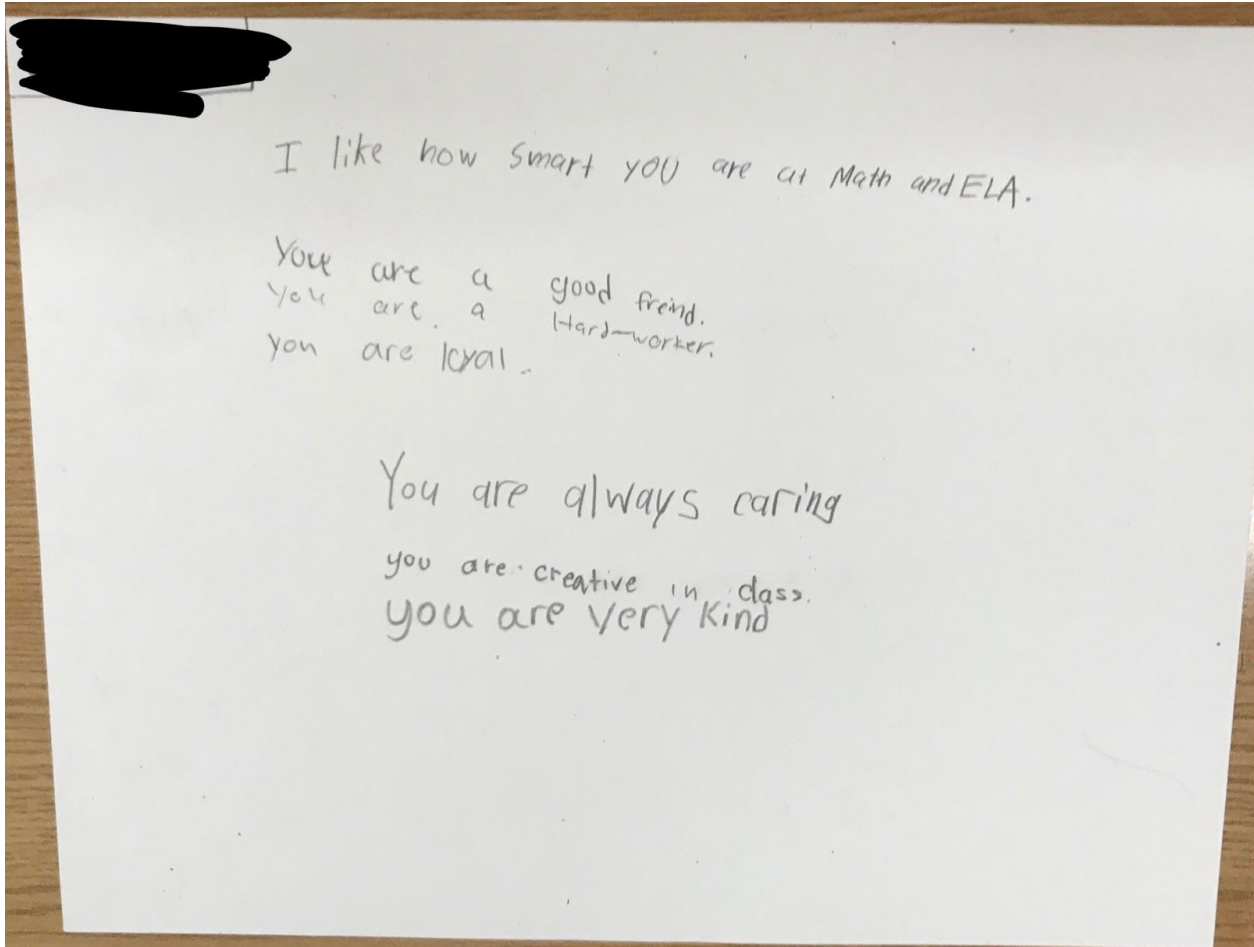
You are funny at the playground.

you are funny outside.


you are very kind.

I like how a good friend you are.

You are good partner



are helpful to your partner
You are creative.
I like how honest you are at science.
you are a hard working
you are a caring person.
you are kind
you are loyal



you are smart and
nice

you're very caring



you are very honest

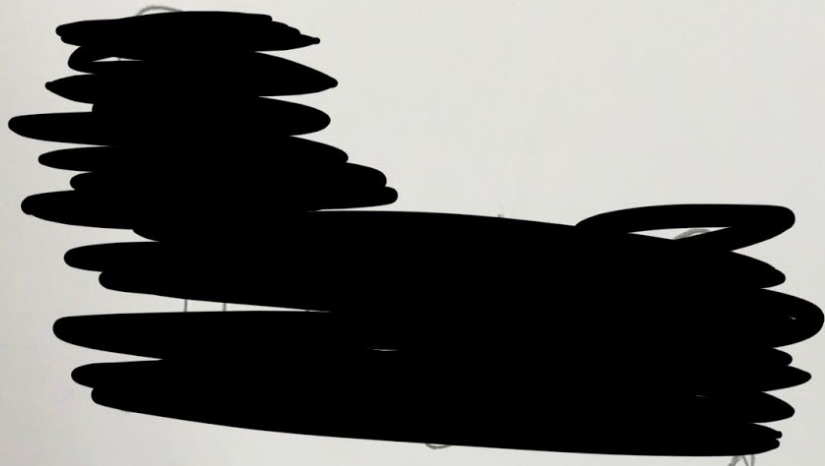
You are a good friend.
You are kind

You are friendly
to other people

I like how you are funny! 😊

I like how funny you were when you put a pencil in my head.
I like how creative you are
you are nice friends.

You are kind and funny.



YOU are funny and make
people laugh!!
you are so funny

I like how easy you are by kicking a water bottle.

I like how hard working you are

you helped me
on ELA

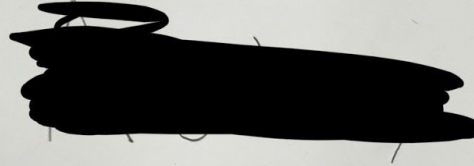


I like how you are creative!

You are honest and helpful.

you are hard working

You are a hard-worker



You are friendly

you are generous.

you are honest in class,
you are very responsible


You are kind. I like how helpful you are.

APPENDIX E - POST-ASSESSMENT QUIZ

Name: _____

Post Assessment on Social-Emotional Learning

1) Do you believe social skills affect your grades in school?





2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)

3) Do you believe emotional skills affect your grades in school?

4) What emotional skills do you believe are most important? (Some Examples of emotional skills include empathy, giving thanks, honesty, patience, and perseverance)

5) What do you believe Social-Emotional Learning is?





Name: [REDACTED]

Post Assessment on Social-Emotional Learning


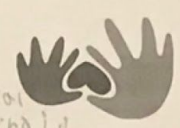

1) Do you believe social skills affect your grades in school?
 I believe social skills do not affect grades in school

2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)
 The social skills i believe are the most important are sharing, participating.

3) Do you believe emotional skills affect your grades in school?
 I believe emotional skills do affect grades in school.

4) What emotional skills do you believe are most important? (Some Examples of emotional skills include empathy, giving thanks, honesty, patience, and perseverance)
 I believe empathy, honesty, patience and giving thanks.

5) What do you believe Social-Emotional Learning is?
 What i believe social emotional learning is social emotional you use for learning.

Name: [REDACTED]

Post Assessment on Social-Emotional Learning


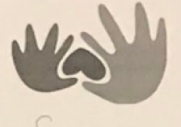

1) Do you believe social skills affect your grades in school?
 yes =
 no =

2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)
 participating
 sharing

3) Do you believe emotional skills affect your grades in school?
 yes =
 no =

4) What emotional skills do you believe are most important? (Some Examples of emotional skills include empathy, giving thanks, honesty, patience, and perseverance)
 giving thanks & empathy.

5) What do you believe Social-Emotional Learning is?
 Learning about Social-Emotion

Name: _____

Post Assessment on Social-Emotional Learning




1) Do you believe social skills affect your grades in school?
 I believe Social skills do affect your grades in school because you have to interact with people in your class.

2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)
 I believe participating, problem solving and encouraging others are the most important social skills.

3) Do you believe emotional skills affect your grades in school?
 I believe emotional skills do effect your grades in school because If you give up on a test you can get a bad score.

4) What emotional skills do you believe are most important? (Some Examples of emotional skills include empathy, giving thanks, honesty, patience, and perseverance)
 I believe empathy, honesty and perseverance are the most important emotional skills.

5) What do you believe Social-Emotional Learning is?
 I think Social Emotional Learning is hearing how to be a better person.

Name: _____

Post Assessment on Social-Emotional Learning

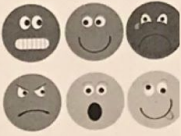


1) Do you believe social skills affect your grades in school?
 I believe social skills affect our grades.

2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)
 I believe helping, be loyal, track and be fair.

3) Do you believe emotional skills affect your grades in school?
 I believe emotional skills affect our grades.

4) What emotional skills do you believe are most important? (Some Examples of emotional skills include empathy, giving thanks, honesty, patience, and perseverance)
 I think emotional skills are respect, stay on task, and be joyful.


5) What do you believe Social-Emotional Learning is?
 I believe social emotional learning are skills that we could be there for others.

Name: _____

Post Assessment on Social-Emotional Learning

1) Do you believe social skills affect your grades in school?
 I do believe social skills affect your grade because it encourages you to help others.





2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)
 These social skills are sharing, encouraging others, participation.

3) Do you believe emotional skills affect your grades in school?
 I do believe emotional skills effect my grade because you could help others when they are emotional.

4) What emotional skills do you believe are most important? (Some Examples of emotional skills include empathy, giving thanks, honesty, patience, and perseverance)
 These emotional skills are give thanks, Perseverance and empathy.


5) What do you believe Social-Emotional Learning is?
 I believe Social Emotional Learning because it will follow you throu your life.

Name: _____

Post Assessment on Social-Emotional Learning

1) Do you believe social skills affect your grades in school?
 Yes I do think social skills affect my school grades.





2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)
 Some important social skills are active listening and problem solving.

3) Do you believe emotional skills affect your grades in school?
 No I don't think emotional skills affect my grades.

4) What emotional skills do you believe are most important? (Some Examples of emotional skills include empathy, giving thanks, honesty, patience, and perseverance)
 Some emotional skills I think are most important are honesty and empathy.

5) What do you believe Social-Emotional Learning is?
 I believe social-Emotional learning is that you ~~if~~ don't give up.

Name: _____

Post Assessment on Social-Emotional Learning


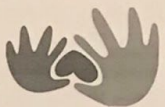

1) Do you believe social skills affect your grades in school?
I think social skills do affect your grade.

2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)
I think participating is the most important one.

3) Do you believe emotional skills affect your grades in school?
Yes, I think emotional skills affect your grade.

4) What emotional skills do you believe are most important? (Some Examples of emotional skills include empathy, giving thanks, honesty, patience, and perseverance)
The most important one is honesty.

5) What do you believe Social-Emotional Learning is?
I it means yourself or work.



Name: _____

Post Assessment on Social-Emotional Learning




1) Do you believe social skills affect your grades in school?
Yes because they help kids

2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)
I think it is sharing with people.

3) Do you believe emotional skills affect your grades in school?
Yes because of giving thanks.

4) What emotional skills do you believe are most important? (Some Examples of emotional skills include empathy, giving thanks, honesty, patience, and perseverance)
I think be honesty.

5) What do you believe Social-Emotional Learning is?
I believe it help people and kids learn of giving thanks and being honesty.



Name: _____

Post Assessment on Social-Emotional Learning




1) Do you believe social skills affect your grades in school?
I think it does affect my school.

2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)
I think participating and active listening are the most important social skills.

3) Do you believe emotional skills affect your grades in school?
I think they do affect my school.

4) What emotional skills do you believe are most important? (Some Examples of emotional skills include empathy, giving thanks, honesty, patience, and perseverance)
I think empathy and honesty are the most important emotional skills.

5) What do you believe Social-Emotional Learning is?
I think it means to never give up.



Name: _____

Post Assessment on Social-Emotional Learning




1) Do you believe social skills affect your grades in school?
I do believe social skills affect my grades in school.

2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)
I believe participating is the most important social skills.

3) Do you believe emotional skills affect your grades in school?
I do believe emotional skills affect my grades in school.

4) What emotional skills do you believe are most important? (Some Examples of emotional skills include empathy, giving thanks, honesty, patience, and perseverance)
I believe honesty and perseverance are the most important emotional skills.


5) What do you believe Social-Emotional Learning is?
I believe social-emotional learning is caring for others and be kind to yourself and others.



Name: _____


Post Assessment on Social-Emotional Learning

1) Do you believe social skills affect your grades in school?
 I think social skills affect my grades in school because when your taking a test you can use your skills to get a good grade.



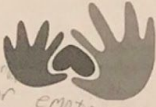

2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)
 I think sharing, problem solving, participating are the most important for social skills.

3) Do you believe emotional skills affect your grades in school?
 yes i believe emotional skills affect your grades because your emotines can be good to your friends or not.



4) What emotional skills do you believe are most important? (Some Examples of emotional skills include empathy, giving thanks, honesty, patience, and perseverance)
 I think honesty, atience and empathy are the mos important


5) What do you believe Social-Emotional Learning is?
 I think social-Emotional Learning is about your emotions what you think and what you do

Name: _____

Post Assessment on Social-Emotional Learning

1) Do you believe social skills affect your grades in school?
 In my opinion social skills do not effect my grades

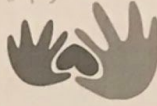



2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)
 I think active listening is the most important because you to listen for class instructions

3) Do you believe emotional skills affect your grades in school?
 I think emotional skill s do effect your Grades.

4) What emotional skills do you believe are most important? (Some Examples of emotional skills include empathy, giving thanks, honesty, patience, and perseverance)
 I most important is honesty because, it is good to be onest.

5) What do you believe Social-Emotional Learning is?
 I think social-Emotional Learning is talking to your Partner.


Name: _____

Post Assessment on Social-Emotional Learning

1) Do you believe social skills affect your grades in school?
 Yes I do believe social skills affect my grades in school.

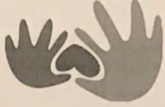

2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)
 The social skills that are most important for me are participating, active listening and encouraging.

3) Do you believe emotional skills affect your grades in school?
 I do believe emotional skills affect my grades in school.



4) What emotional skills do you believe are most important? (Some Examples of emotional skills include empathy, giving thanks, honesty, patience, and perseverance)
 I believe the most important emotional skills are empathy and perseverance.

5) What do you believe Social-Emotional Learning is?
 I think social-Emotional Learning is helping other kids treat other kids fair.


Name: _____

Post Assessment on Social-Emotional Learning

1) Do you believe social skills affect your grades in school?
 I think skills does affect your grades.



2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)
 The ones that are most important for me is to be kind, sharing with people, listen, and never give up.

3) Do you believe emotional skills affect your grades in school?
 I think emotional skills affect your grades at school.



4) What emotional skills do you believe are most important? (Some Examples of emotional skills include empathy, giving thanks, honesty, patience, and perseverance)
 The emotional skill are important for me is saying thank you, being honesty, and patience.


5) What do you believe Social-Emotional Learning is?
 I think Social-Emotional learning is to never give up and I think it helps you if your in a mad or a sad day.

Name: _____


Post Assessment on Social-Emotional Learning

1) Do you believe social skills affect your grades in school?
 I believe social skills do affect your grade because it might not get you into trouble.





2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)
 I think the most important is active listening.

3) Do you believe emotional skills affect your grades in school?
 I believe emotional skills do affect your grade because it can help you feel better so you can do your work better.



4) What emotional skills do you believe are most important? (Some Examples of emotional skills include empathy, giving thanks, honesty, patience, and perseverance)
 The most important skill is patience.


5) What do you believe Social-Emotional Learning is?
 Social-Emotional learning is the reason you feel that way.

Name: _____


Post Assessment on Social-Emotional Learning

1) Do you believe social skills affect your grades in school?
 I think social skills will not affect my grade in a bad way.





2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)
 I think the most important is problem solving.

3) Do you believe emotional skills affect your grades in school?
 I think emotional skills will not affect my grades.



4) What emotional skills do you believe are most important? (Some Examples of emotional skills include empathy, giving thanks, honesty, patience, and perseverance)
 I think being honesty is the most important skill.

5) What do you believe Social-Emotional Learning is?
 I believe social-emotional is helping people.

Name: _____

Post Assessment on Social-Emotional Learning


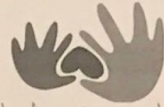

1) Do you believe social skills affect your grades in school?
 Yes, they do affect your grades in school.

2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)
 Participating and encouraging others are important social skills.

3) Do you believe emotional skills affect your grades in school?
 Yes, they do affect your grades.

4) What emotional skills do you believe are most important? (Some Examples of emotional skills include empathy, giving thanks, honesty, patience, and perseverance)
 Perseverance and empathy are important emotional skills.

5) What do you believe Social-Emotional Learning is?
 Social-Emotional Learning is skills that show how we communicate with people and with are self.

Name: _____

Post Assessment on Social-Emotional Learning




1) Do you believe social skills affect your grades in school?
 I think NO

2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)
 participating
 listening

3) Do you believe emotional skills affect your grades in school?
 I think Yes

4) What emotional skills do you believe are most important? (Some Examples of emotional skills include empathy, giving thanks, honesty, patience, and perseverance)
 giving Thanks, honesty, empathy

5) What do you believe Social-Emotional Learning is?
 I think social skills are is when at a group

Name: _____

Post Assessment on Social-Emotional Learning

1) Do you believe social skills affect your grades in school?

Yes social skills affect my grades in school.



2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)

I think problem solving, participating, and listening.

3) Do you believe emotional skills affect your grades in school?

Yes emotional skill affect my grades in school.

4) What emotional skills do you believe are most important? (Some Examples of emotional skills include empathy, giving thanks, honesty, patience, and perseverance)

I think honesty and patience.

5) What do you believe Social-Emotional Learning is?

Try to make friend with new kids.



Name: _____

Post Assessment on Social-Emotional Learning




1) Do you believe social skills affect your grades in school?
I think they do because they help you learn better.

2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)
I think it is listening because you can hear what other people are saying.

3) Do you believe emotional skills affect your grades in school?
I think they do not.

4) What emotional skills do you believe are most important? (Some Examples of emotional skills include empathy, giving thanks, honesty, patience, and perseverance)
I think honest because you need to say the truth to people.

5) What do you believe Social-Emotional Learning is?
I believe Social emotional learning is like making people feel good about themselves.



Name: _____

Post Assessment on Social-Emotional Learning

1) Do you believe social skills affect your grades in school?
Sometimes

2) What social skills do you believe are most important? (Some examples of social skills includes sharing, participating, active listening, problem solving and encouraging others)
participating

3) Do you believe emotional skills affect your grades in school?
No

4) What emotional skills do you believe are most important? (Some Examples of emotional skills include empathy, giving thanks, honesty, patience, and perseverance)
honesty

5) What do you believe Social-Emotional Learning is?
making yourself happy.

