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Identifying Activities and Skills that Occur in Circle Time: An Action Plan to Engage Students Social-Emotional learning (SEL) at a Head Start

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**Identifying Activities and Skills that Occur in Circle Time: An Action Plan to Engage
Students Social-Emotional learning (SEL) at a Head Start**

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In fulfillment of final requirements for the MAED degree

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Date _____

Acknowledgements

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Abstract

This action research study examined Circle Time (CT) in a Head Start program in the southern part of West Virginia and Kentucky which served children 3 to 5 years old. Data was collected through the use of Circle Time Activities Observation Checklist and Tally Mark, Field Notes, Daily Exit Conference Tickets, Pre - and Post - Student's Conference Surveys, and Pre - and Post - Teacher Surveys. Findings suggest that both students, teacher, and assistant agree that students learn these skills indirectly: listening skills, communication, attention, empathy for others, problem-solving, concentration, speaking, turn-taking, expressing feelings, and behavior management during Circle Time. Students also agree that teamwork and fun was learned as well.

Keywords: Circle Time (CT), talking circle, parental involvement, student engagement, homework, COVID-19 pandemic, early childhood

Introduction

Circle Time (CT) is crucial to a child's learning process in early childhood. CT is crucial because it teaches youngsters social-emotional learning. CT is influenced by Indigenous traditions that use circles for talks and meetings. “The creation of the talking circle has historically been credited to the Woodland tribes (such as the Iroquois and Cherokee) in the Midwest, where it was used as a form of parliamentary procedure. The significance of the circle itself is seen as sacred, representing the interconnectedness of all things (people, earth, moon, sun)” (Wolf & Rickard, 2003, p. 39). Talking circles are necessary for an independent and assembly exercise of reflection where students participate in an activity, and following the activity, feedback is obtained based on the experience. Historically, countless Native American groups have utilized the talking circle/CT to bring people of all generations together for educating, listening, and learning (Wolf & Rickard, 2003). Circle Time is teacher-focused and has structured events daily that last 15-20 minutes while children are seated in a circle on the floor (Zaghlawan & Ostrosky, 2011; Lown, 2002). CT needs a physical environment and space because it is crucial to students' learning process and engagement and teaches them personal and social skills (Cefai et al., 2014; Berris & Miller, 2011).

Even before it was called CT and can be traced back to Indigenous, Circle Time usage benefited youngsters everywhere. The location of the research would be a Head Start program. This Head Start serves children 3 to 5 years old. They also have an Early Head Start program serving children from birth to 5 years old. The purpose of this research is to identify what is a child's learning process during Circle Time. The research question guiding the research is:

What activities occur during Circle Time in early childhood to engage students' social-emotional learning? Researcher used to own a daycare business.

Researcher Positionality

One of the researcher's nieces was in pre-kindergarten (pre-k) during COVID-19, and her dad would help her with her CT learning. While overseeing the researcher's nieces' and nephews' second and third-grade schooling, the researcher assisted/coordinated them in remote/virtual learning due to Coronavirus disease (COVID-19) before the second quarter of 2020 until February 2021. Their teachers would record their live Zoom lessons during the day, and he and the researcher would have the researcher's nieces and nephews watch the recordings back in Google Classrooms when helping them with their homework or assignments. They used the Zoom recording only to fortify what they had studied in class, for assessments, and when they had skipped a lecture by selection or circumstances. Zoom recordings engage students in the flexibility of their learning.

Also, based on the researcher's experiences as a daycare provider with over five years of experience and substituting in 90 - 100 public schools, seeing students interact in different spaces does contribute to their learning, engagement, and relationship building. Children learn by doing and playing. The researcher's niece loved Circle Time, the Sensory Center, Science Center, Creative Center (Art Center, Writing Center, Easel, Playdough), Dramatic Play Center, Library Center, Literacy Center, Technology Center, and outdoor activities like gardening. All of these centers provide hands-on learning for the researcher's niece.

The researcher's childhood in the mid-1960s and 1970s has given the researcher learning play spaces outside to allow for hands-on and rich learning experiences. For example, the

researcher would show the researcher's friends and sisters the following: watching caterpillars turn into butterflies outside on our porch, watching tadpoles turn into frogs outside in a creek near our house, seeing ants in a hole living, seeing bees in a beehive, finding fossils rocks outside, and growing different types of apples (red, yellow, and green) in our yard and neighbor's yards. The yellow apples are the best, then red. Green apples make a person go to the restroom..

Theoretical Framework

The theoretical framework the researcher used for this research was the following: Erik Erikson's Learning Theory: 8 Psychosocial Development Stages, Cognitive Social Theory developed by Albert Bandura, and the Instructional Theory started in the United States in the 1970s and used by one of the earliest instructional theorists Robert Gagne. These theories work together to teach teachers and students how learners learn using their social-emotional skills through instructional tools on engagement.

Erik Erikson's Learning Theory: 4 of the 8 Psychosocial Development Stages

Erik Erikson suggests that within each stage, there is a problem that people must solve in sequence to observe a sense of accomplishment and will allow them to grow throughout their life. Since the researcher observed Circle Time of younger students ages 3 to 5, this study will only look at the first four stages:

- Infancy - Trust Vs. Mistrust (Age 0 – 1.5),
- Early Childhood - Autonomy Vs. Shame And Doubt (Age 1.5 – 3),
- Play Age - Initiative Vs. Guilt (Age 1.5 – 3),
- and School Age - Industry Vs. Inferiority (Age 5 – 12).

In the first stage - Infancy, infants must realize that teachers or caregivers can be trusted or distrusted. In the second stage - Early Childhood, children's willingness to learn new things or jobs without being criticized too much can lead to shame and doubt (Studer, 2006). In the third stage - Play Age- if caregivers or teachers allow children to make choices, they would feel good about themselves and will not feel guilty when they fail. Teach them to try and try again until they succeed. In the fourth stage - School Age, children begin to see the difference of their peers. Pair children up with a buddy for each week when they are younger. This is what the Head Start the researcher was observing was doing. This theory is a process of identity creation in each stage of development (Knight, 2017).

Cognitive Social Theory

The theory of social learning (T.A.S), created by Albert Bandura in 1986, then called social cognitive theory (T.S.C), heightens the importance of the psychological factors of the person and is called the model of mutual determinism that examines three key elements: interaction with the environment, behavior and the person emotional process (April-Lancheros, 2021). Chzhen et al., (2020) study suggested that the engagement has cognitive, emotional, and behavioral portions for the learning process during Circle Time for Social-Emotional Learning (SEL).

Instructional Theory (Engagement)

“According to the World Health Organization (WSO), the Covid-19 pandemic caused by SARSCoV-2 virus infection was first notified in Wuhan (China) on December 31, 2019; In some countries, they declared a state of emergency in the first quarter of 2020, with a call for home confinement of the entire population, aimed at stopping the progress of the epidemic. As a result,

the construction of knowledge, values, uncertainties, and expectations began with personal, social, and environmental factors. In this stage of learning, the human being had to modify the process of social approach, because his distance to interact had to be at least two meters. The Covid-19 pandemic was definitely a learning process for each individual” (April-Lancheros, 2021, pp. 181-182).

Educators can be guided by the nine steps of Robert Gagne’s instructional model to create current Be(Side) Teaching (BeST) for online. "On completing each step, learners are likely to be engaged, which may help them to retain and transfer information for longer retention. These steps are the following:

- Gaining attention (reception),
- Informing learners of the objectives (expectancy),
- Stimulating recall of prior learning (retrieval),
- Presenting the stimulus (selective perception),
- Providing learning guidance (semantic encoding),
- Eliciting performance (responding),
- Providing feedback (reinforcement),
- Assessing performance,
- and Enhancing retention and transfer” (Hassan & Baloch, 2020, pp. 55 - 61).

Literature Review

Since it started, Circle Time (CT) has been one of the most used worldwide interventions to advance school social-emotional learning in schools (Cefai et al., 2014). In CT, youngsters are encouraged to grow their social-emotional learning in a secure and considerate surrounding

through a child-centered and child-lead approach (Cefai et al., 2014). Teachers and guardians looked at the physical environment as the key to a child's growth (Berris & Miller, 2011), and having ample classroom space at school for CT is a key factor for the organization, student learning, and engagement (Cefai et al., 2014). The Division of Early Childhood (DEC) of the Council for Exceptional Children stresses that preschool schedules should be structured to foster play, friends, participation, flexibility, and Circle Time activity, like singing songs (Zaghlawan & Ostrosky, 2011). Circle Time is crucial to a child's learning process in early childhood. This literature review will explore what activities occur during Circle Time in early childhood to engage students' social-emotional learning.

Circle Time (CT) /Elementary Setting

Circle Time is teacher-focused and has structured events daily in most early childhood classrooms. This activity usually lasts 15–20 minutes and covers events like roll calls, singing songs, and reading (Zaghlawan & Ostrosky, 2011). Circle Time is a strategy that has briskly increased in approval among educators. It is fundamentally a technique of nearing the mission of teaching children and young people personal and social skills while seated on the floor in a circle (Lown, 2002). CT increased due to the following reasons:

- To increase self-esteem and instruction
- Introduction of the National Curriculum by the Education Reform Act of 1988 by Kenneth Baker to enhance subject knowledge
- In order to give all young people the privilege of an extensive and well-leveled curriculum
- taking time off from the academic curriculum by making CT's time appear unique

- Circle Time structure reduced time and offered a newly made Personal and Social Education (PSE) curriculum.
- To address the emotional-behavioral demands of students and youngsters (Lown, 2002).

In these CT sessions, and other areas of the curriculum, youngsters will be involved in activities that are guided by the 2003 Every Child Matters agenda. “This agenda is in response to the murder of eight-year old girl Victoria Climbié from Ivory Coast who resided in London, England; was abuse and murder by her great-aunt Marie-Therese Kouao and her partner Carl Manning on February 25, 2000” (Cooper, 2005, p. 1-2) and which are outlined to confirm children’s social-emotional safety (Leach & Lewis, 2013, p. 44) and child welfare reforms in the environment of minority ethnic children and families (Chand, 2008, p.1). SHEEP is an acronym to help people recall the five sections of Every Child Matters. Each child shall:” stay Safe, be Healthy, Enjoy and Achieve, achieve Economic well-being, make a positive contribution” (Chand, 2008, p.11). SHEEP is important because all young people want to be safe, healthy, enjoy life, be economically successful, receive many positive gifts, and play forever during CT

Leach and Lewis's (2013) study on societal space during CT of eight main school children were conferenced jointly about their participation throughout Circle Time. They found out in the first experiment that youngsters perceived Circle-Time as class counseling discussions. In the second experiment, Circle-Time was used to organize children’s behavior when the behavior became the topic for discussion through CT. There needed to be a more significant sample size because they only sampled eight preschool children. Utilizing the idea of space, borders, and capacity, it is maintained that Circle Time is a collectively created societal space in which children are allowed authorized input.

Zaghlawan and Ostrosky (2011) suggest that “while Circle Time has the potential to include rich learning experiences, teachers and children appear to have different expectations and feelings about this activity. For example, students recall that Circle Time was too lengthy, and preschool teachers viewed Circle Time as the only opportunity they had during the day to demonstrate that they were teaching their group of children in an elementary school setting like academic skills such as numbers, letters, seasons, and shapes (p. 440).” While teaching academic skills during CT, teachers feel that they are part of the educational setting and students feel that CT is too long because of the structured nature and kids want to play all day if you let them.

The Cefai et al. (2014) study was done in two phases - identifying participants for the Circle Time and training teachers on Circle Time. Five educators, one from every year, volunteered to administer CT in their class, while another comparable five educators participated as control classes for ten weeks for one 30-45 minutes CT session each week with 75 youngsters. There needed to be a more significant sample size because they only sampled one school with ten teachers and 75 children (only two out of five groups participated). The analysis of the data illustrates that CT provides an allusion to a safe and sound foundation where youngsters can learn and utilize social and emotional study skills such as listening, expressing oneself, esteem, and teamwork problem-solving in a school environment. Youngsters take a more active part in their schooling regarding CT. Learning is experiential, creating strategies such as games, role-playing, small group interaction, singing songs, and physical activities (Cefai et al., 2014).

Student Learning and Engagement

As mentioned earlier, having ample classroom space at school for CT is a key factor for organization, student learning, and engagement (Cefai et al., 2014). Engagement is an essential part of student health (Chzhen et al., 2022).

According to de Borba, Alves, and Campagnolo (2020) and Blackmore et al. (2011), the classroom and learning spaces must be flexible, use technology, and should pick out furniture to allow the rooms to accommodate whole and small groups based on flexibility and luxury, and have natural elements and environmental conditions. The classroom should allow for relationship building and ownership between teacher and student, student and student, teacher and parent, and parent to parent. When there is a good relationship between teacher and student, students' grades will improve, they participate more in extracurricular activities, attend class more often, and the student desires to go to college (de Borba, Alves, & Campagnolo, 2020; Blackmore et al., 2011). Establishing relationships is one of the core talents youngsters learn as they engage in numerous activities during the preschool day. In Head Start programs, the average preschool day has two types of activities: educator-directed structured activities (e.g., Circle Time, small group activity), and youngster-directed unstructured activities such as free-play (Zaghlawan & Ostrosky, 2011).

In Berris and Miller's (2011) study on how classroom spaces and ample classroom space for CT (Cefai et al., 2014) affect students' learning and engagement, there was a small sample size of 8 participants of parents and educators from 2 learning centers in Australia. There needed to be a more significant sample and diverse groups of people. Research has shown that natural play spaces appear better for youngster's cognitive and physical development than constructed play spaces. These impacts include motor skills, observation range, and fewer off days.

In Cooper, Lindsay, and Nye's (2000) study, parents revealed that more information needed to be identified about what youngsters were learning to help chaperone children through their homework or assignments. When the Coronavirus disease (COVID-19) came in 2019, teachers had to record their daily Circle Time lessons and regular lessons for students (Nkomo & Daniel, 2021) and parental involvement increased with younger children doing Distance learning in 2020 (Chzhen et al., 2022).

COVID-19 pandemic and Parental Involvement

The COVID-19 pandemic emerged in the significant global interference to a youngster's tutelage in a cohort. In 2020, educational institutions were shut down for a midpoint of four months globally, and approximately 24 million children and young people were in danger of not returning to onsite learning but remote distance learning due to the COVID-19 economic epidemic. Emotional involvement with education is a uniquely practical indicator of children's worldwide experiences of the shift to distant schooling during the COVID-19 economic pandemic. Students who disclosed elevated involvement with their schooling prior to the pandemic were more involved with their remote schooling during the pandemic lockdown. Schools and educators within and betwixt nations could not provide the essential tools and talent to ensure worthwhile distance learning for all. Distance learning requires parental involvement with younger children (Chzhen et al., 2022).

Youngsters' well-being at school does matter to their emotional fitness and academic success. "Therefore, differences in children's experiences of remote schooling during the COVID-19 lockdown may widen gaps in well-being and achievement. This may affect children's outcomes at present and have long-lasting consequences for their futures" (Chzhen et al., 2022,

p. 1518). Chzhen et al. (2022) suggest that the total schooling hours amidst school youngsters in England were approximately two hours below in April 2020–May 2020 and June 2020–July 2020 than before the COVID-19 pandemic on social-emotional learning.

Now in 2022 for early childhood/elementary education, kindergarten to sixth grade students suffered hardest as far as education and the average negative effect on the child's learning process because of the peer group they were in “and have long-lasting consequences for their futures” (Chzhen et al., 2022, p. 1518) when everyone switched to online learning. These students would have been in pre-kindergarten to first grades in 2019-2020 and in grades second to fourth in 2020-2021 when asynchronous and synchronous learning began, and students seem to have been the most affected by the pandemic. “Lecture recordings are useful learning resources that can support flexible, remote, and distance learning, especially during the Covid-19 pandemic (Nkomo & Daniel, 2021, p.213).” Teachers who do not require an online virtual early childhood learning space after the pandemic no longer record their CT and lessons for students and parents.

The Nkomo and Daniel's (2021) study revealed that "76% of students use recordings as a supplement for live lessons. 79% of students use recordings with other materials like notes and textbooks" (Nkomo & Daniel, 2021, pp. 217-218). This study also looked at teachers who use video in the classroom to increase student outcomes/engagement on homework or assignments was only done on 660 college students in New Zealand and not on any elementary or secondary students or parents.

Summary

The studies show that Circle Time (CT) is one of the elementary school's most used worldwide interventions in advancing social-emotional learning (Cefai et al., 2014). CT needs a physical environment and space because it is crucial to students' learning process and engagement and teaches them personal and social skills (Cefai et al., 2014; Berris & Miller, 2011). Children get to take part in their learning and give input (Cefai et al., 2014). Some students view Circle Time as being too long, and some teachers feel that they get to teach direct academic skills like numbers, letters, seasons, and shapes during Circle Time, and they also feel that CT decreases classroom time (Zaghlawan & Ostrosky, 2011; Lown, 2002). CT provides an allusion to a safe and sound foundation where youngsters can learn and utilize social and emotional study skills such as listening, expressing oneself, esteem, and teamwork problem-solving in a school environment (Cefai et al., 2014). The classroom should allow for relationship building and ownership between teacher and student, student and student, teacher and parent, and parent to parent (de Borba, Alves, & Campagnolo, 2020; Blackmore et al., 2011). Establishing relationships is one of the core talents youngsters learn as they engage in numerous activities during the preschool day. In Head Start programs, the average preschool day has two types of activities: educator-directed structured activities (e.g., circle time, small group activity) and youngster-directed unstructured activities such as free-play (Zaghlawan & Ostrosky, 2011). As mentioned earlier, Berris and Miller's (2011) study suggests that natural play spaces appear better for children's cognitive and physical development than constructed play spaces. These impacts include motor skills, observation range, and fewer off days. Circle Time usage was beneficial to youngsters everywhere. Circle Time has all these positive impacts that went down when COVID hit, but CT could bring them back. The disruption/impact of COVID has

negatively impacted/affected these positive impacts, however, implementing/adding CT to classrooms could bring them/these skills back.

Methodology

Study Setting

The setting for this study was a Head Start in the southern part of West Virginia and Kentucky, which serves children 3 to 5 years old. They have another Head Start with children 3 to 5 years old in the same building the researcher did not observe. The small classroom that participated had a total of 20 students, but based on the parent consent forms returned, there were 16 consent forms with two parents having siblings in the same classroom, making it a total of 18 students. On the first day of observation, there were 14 students: 8 boys and 6 girls, with 6 students absent.

Research Question

The purpose of this research was to identify what is a child's learning process during Circle Time. The research question guiding the research was: What activities occur during Circle Time in early childhood to engage students' social-emotional learning? To investigate this question, the researcher observed Circle Time (CT) and the creative curriculum the school or Head Start used at the time once a week for six weeks. The teacher and the assistant were going about doing their normal jobs while redirecting students and answering the researcher questions because they were part of the study being observed. The students were doing their jobs of learning and playing while answering the researcher's questions because they were part of the study being observed, and the researcher/participant doing the observations. All of them

supported the data collection for six weeks in Spring 2023. During these CT observations, the researcher utilized five different data tools like the Circle Time Activities Observation Checklist and Tally Mark (See Appendix A), exit conference tickets Google form (See Appendix C), field notes (See Appendix B), student's conference surveys Google form (See Appendix D), and teacher surveys Google form (See Appendix E). The researcher observed students, picked two focus students once a week, and picked two different students each week (weekly) for six weeks. The researcher used the observation checklist to document the type of Circle Time activity done that day, tally unwanted behavior, and how long it was. The researcher used the student conference surveys to see a change in expectations of students for pre and post because children feel differently about CT. The researcher used the teacher surveys to see a change in expectation for pre and post because Teachers feel differently about CT. The researcher used the exit conference tickets to see how students understood the Circle Time activities and Social Emotional Learning (SEL) in real time. The researcher used the field notes to see students who showed unwanted behaviors during Circle Time.

Data Collection Methods

The first data collected was the Circle Time Activities Observation Checklist and Tally Mark (See Appendix A). The checklist and tally mark tools were used to watch the students engage in Circle Time, learn Social Emotional Learning (SEL), and tally unwanted behavior weekly for six weeks. The researcher checked if the teacher used direct Academics skills like Numbers, Letters, Shapes, Colors, the Calendar, and reading books. They also checked if the students were engaged in center previews, discussions for the week, roll call/attendance, social-emotional learning, songs sung, talked about the weather, played games like Simon Says,

musicals, and calming-down activities. Lastly, unspecified activities were checked off as well. The researcher put the Circle Time Activities Observation Checklists and Tally Marks in Google Forms for better understanding and analysis.

The second data was the field notes (See Appendix B). This data was collected concurrently with the Checklist and Tally Mark tools.

The third data tool was an exit conference tickets Google form (See Appendix C). While the students played in the centers, the teacher manually tried to conduct this tool with students one on one for 10 minutes before we all did it as a group.

The fourth data collection tool utilized was the student's conference surveys Google form (See Appendix D). While the students played in the centers, the assistant manually tried to conduct this tool with students as a group for 10 minutes before we all did it as a group.

The teacher called all students to come back to their seats, where the researcher conducted and read each question on the exit conference ticket and student's conference survey as a group manually. Due to the attention span of the student's age group, all questions on the pre-student's conference survey intervention were not covered by the researcher. Later the researcher put the answers from the exit conference tickets and student's conference survey in Google Forms for better understanding and analysis.

The fifth data collection tool utilized was the teacher surveys Google Form (See Appendix E). The researcher emailed the Google Form surveys to the teacher and assistant to complete online. This tool was used to see teacher's and assistant's expectations change.

Boundaries and Limitations

The researcher had to add another site. The first site, a daycare, may not work out because the daycare only had 1 speaking child. The researcher had to travel one hour away to another state and district to do the six observations and travel back one hour home. The Researcher was told that the Circle Time sessions started at 9:30 am. They arrived 10 minutes early on Weeks One and Two, and students were still eating breakfast. The timing of CT wasn't consistent from week to week, and therefore the researcher occasionally missed a part of it. In Week Three, there was an early release of students; in Week Four, the children were sick the week before, and some students and the assistant were still sick during Week Four observation. In Week Five, students returned from their spring break. Due to the attention span of the student's age group, the researcher did not cover all questions on the pre-student's conference survey intervention.

Boundaries and Limitations for 16 Social and Emotional Skills and Relationships

Indirectly

The 16 social and emotional skills and relationships are engaged indirectly through games, songs, videos, books, and discussions during Circle Time using Youtube video songs because the teacher did not set out these activities weekly or did any of the following:

- Calendar activities - there was a calendar and clock on the wall. The teacher was instructed not to do them anymore. If the teacher told students they would be having a buddy partner “this week” or doing something “this week”, then the researcher would put Calendar activities down; otherwise, the researcher had to get the Calendar activities during Youtube videos songs if the researcher saw a clock on the wall or other calendar related things.

- Weather activities were not on the wall, so the researcher had to get them through Youtube video songs, or CDs. If the researcher hears the word cold in a cave, or sees symbols of clouds or weather related things then she would count Weather activities.
- Number activities - the teacher only did numbers with students in Weeks Five and Six. Students got to count from 1 to 10 with the teacher and counted from 1 to 13, and a girl wrote the number 13 on the board. During Roll Call/Attendance, a student can count the number of students present.
- Shape activities - the teacher never set out the weekly shapes for that day either, so the researcher had to get the many different shapes through Youtube videos, songs, or CDs.
- Color activities - the teacher never set out the weekly color for that day either, so the researcher had to get the many different colors through Youtube videos, songs, or CDs.
- Simon Says activities - the students have yet to do any Simon Says with the teacher. In Week Two, students voted to do Simon Says (3 votes) or Jack N Box (7 votes), but they did not do either.
- Read books activities - the teacher or students read only one book during circle in Week Five. This book was used as a talking piece as well.
- Social-emotional activities - the students pick their buddy partner for the week during learning centers in Week Two, and the teacher picks them for the students

during Circle Time already on the wall after that for Weeks Three, Four, Five, and Six.

Data Analysis

Sampling

The participants were 20 Head Start students between the ages of 3 to 5 years old. The research design incorporated quantitative and qualitative data collection tools, including checklists and tallies, daily field notes observations, exit conference tickets, and student and teacher's surveys. Data were collected in the morning right after breakfast, during Circle Time, before and during centers for six weeks.

The data from the Circle Time (CT) Activities Observation Checklist and Tally Mark (see Appendix A) showed what 6 direct academics topics, 16 Circle Time activities, timed sessions, free choices (to vote, make all topics and activities, and the student's choice to answer the questions or not), 16 skills and relationships, and Social-Emotional Learning that were engaged each day. Table 1 - Circle Time Activities shows the 16 Circle Time activities learned below.

Circle Time

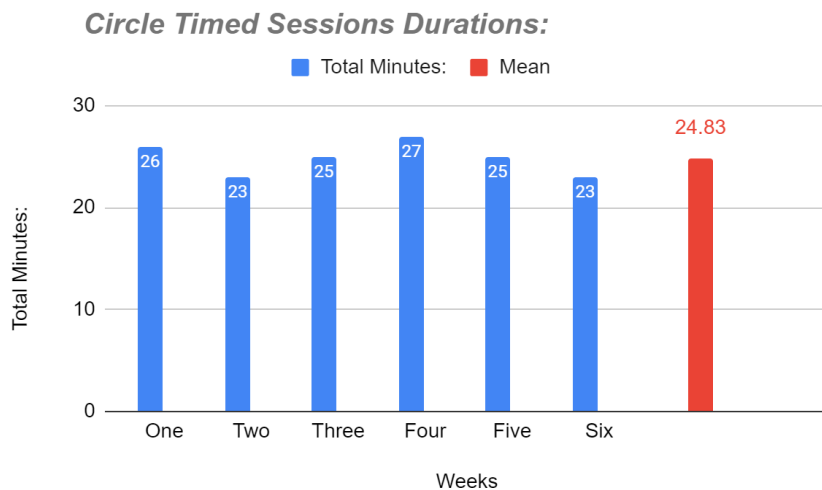
Table 1 Circle Time Activities, shown for Weeks One, Two (14 activities), Three, Four (13 activities), Five (15 activities), and Six (14 activities), students did 15 Circle Time (CT) activities each except reading books, Simon Says, and unspecified activity (Weeks Three). Students did not do any Calendar activities in Week One but did Calendar activities in Weeks Two, Three, Five, and Six making it a total of 82 activities done. In Week One, students watched 3 song videos; in Week Two, 5 songs videos were watched; in Week Three, 4 songs videos were

watched; in Week Four, six songs videos were watched; in Week Five, 3 songs videos were watched, and in Week Six, students watched 3 songs videos. An increase of 2 song videos watched in Week Two, a decrease of one song video in Week Three, an increase of 2 songs in Week Four, a decrease of 3 songs in Week Five, and 3 songs watched remain in Week 6. The analysis shows that the students got to do all 14 Circle Time activities at least two times except for having books read to them, and Simon Says, and the teacher got to teach all academics for six weeks except for reading books and calendars. Circle Time activity usually lasts 15–20 minutes or 30- 45 minutes (Cefai et al., 2014) and covers events like roll calls, singing songs, and reading (Zaghlawan & Ostrosky, 2011). The Circle Time sessions may have increased since the first study was done 12 years ago. The circle-timed session durations are illustrated in Figure 1 below.

Circle Timed Sessions Durations

Figure 1

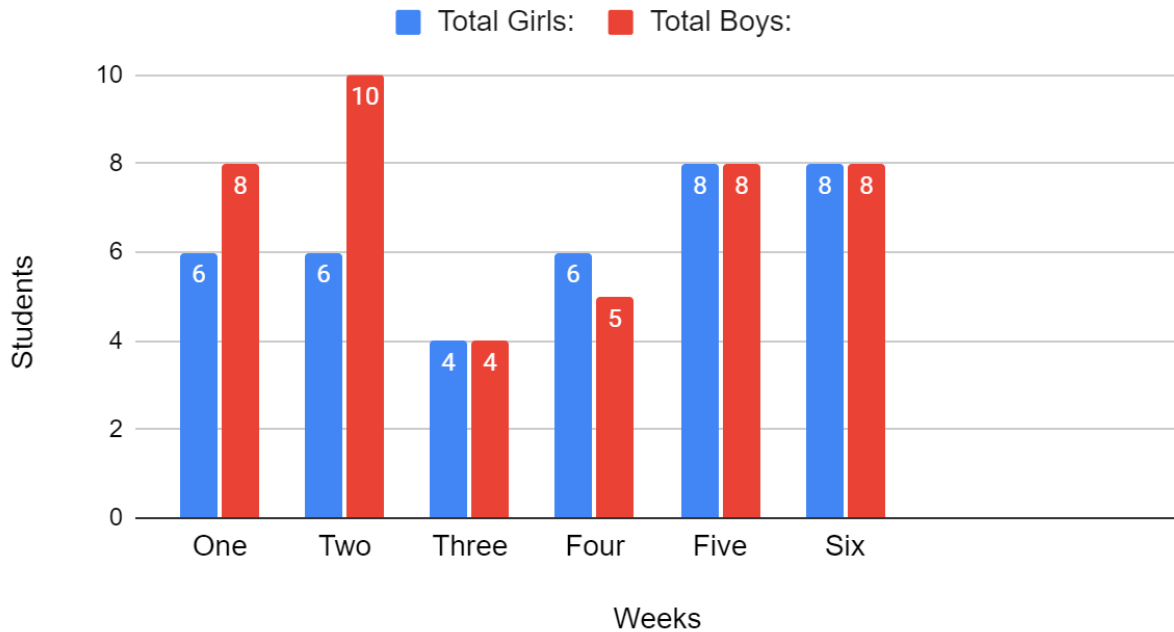
Circle Timed Sessions Durations



On Week One, CT lasted for 26 minutes; Week Two, CT lasted for 23 minutes; Week Three, CT lasted for 25 minutes; Week Four, CT lasted for 27 minutes; and Week Five, CT lasted for 25 minutes and Week Six, CT lasted for 23 minutes. There was a decrease in Week Two of 3 minutes, an increase of 2 minutes in Week Three, an increase of 2 minutes in Week Four, and a decrease in Weeks Five and Six of 2 minutes. Some students view Circle Time (CT) as being too long and too much time dedicated to classroom counseling discussions (Leach & Lewis, 2013). This is true for Week Four because the teacher discussed “Angry,” and Circle Time lasted 27 minutes. The teacher instructed students that if students were angry, they could breathe in and out three times to calm down, beat on the punching bag, or go into the play tent to calm down. Time duration is also true for Week One because the teacher discussed the classroom rules with students of having their listening ears on, their looking eyes on, their quiet voices on, their walking feet on, and their helping hands on. The word “Afraid” was learned indirectly in the Youtube video song “Going on a Bear Hunt - The Kiboomers Preschool Songs for Circle Time”. CT lasted 26 minutes. The average minutes of Circle Time for the six weeks was 24.83 minutes. The rate of participation in CT is illustrated in Figure 2 below.

The Rate of Participation in CT

Figure 2

*Student's Participation During Circle Time****Student's Participation in Circle Time***

There was an increase of 2 students in Week Two and a decrease of 8 students in Week Three due to the early release of students, an increase of 3 students in Week Four, and an increase of 5 students in Week Five due to students coming off of their spring break who participated. In Week Four, the children were sick from the flu the week before, and some students and the assistant were still sick during researcher's Week Four observation.

Daily Exit Conference Tickets

From the Daily Exit Conference Tickets (Appendix C), the 16 skills and relationships students learned during CT showed for Weeks One to Five that students learned during all six weeks: listening, teamwork, communication, attention, and fun. It also showed students'

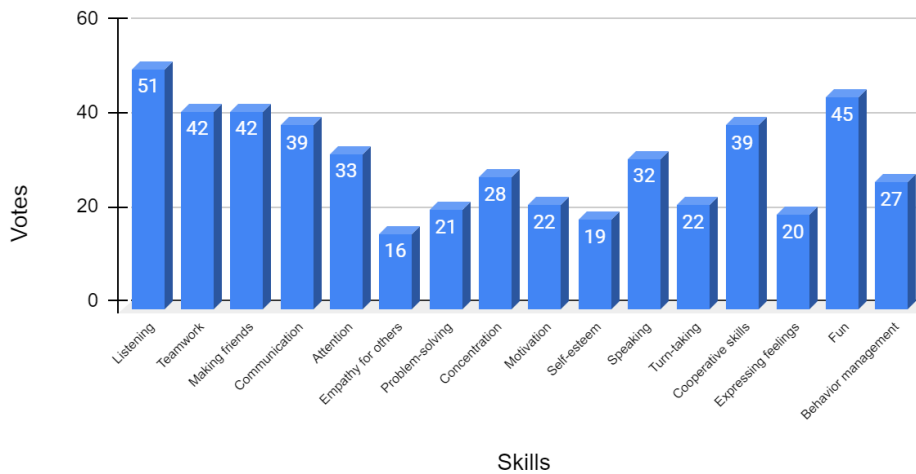
feelings about learning that day in real time, how they understood the 16 Circle Time activities, 16 skills and relationships, free choices, and Social Emotional Learning (SEL).

Student's Social Emotional Learning (SEL) Skills

Figure 3

Student's Social Emotional Learning (SEL) During Circle Time (CT)

The Number of Students' Votes Who Learned What Skills In Circle Time



Students could pick more than one skill at a time. Figure 3 shows the number of students who picked what skill they learned in Circle Time that day. From the total number of 81 students from Week One to Week Six, students learned all 16 skills and relationships. Fifty-one students picked listening skills, 42 students picked teamwork and making friends, 39 students picked communication skills and cooperative skills, 33 students picked attention, 16 students picked empathy for others, 21 students picked problem-solving, 28 students picked concentration, 22 students picked motivation and turn-taking, 19 students picked self-esteem, 32 students picked

speaking, 20 students picked expressing feelings, 45 students picked fun, and 27 students picked behavior management. Students do realize the consequence of building relations and connecting with each other based on the data below in Table 2.

Based on Table 2, this is true because students for six weeks utilized the listening skills (51 votes), teamwork and making friends (42 votes), cooperative skills and communication (39 votes), problem-solving (21 votes), self-esteem (19 votes), empathy for others (16 votes), and expressing feelings (20 votes) in an elementary setting of a Head Start program.

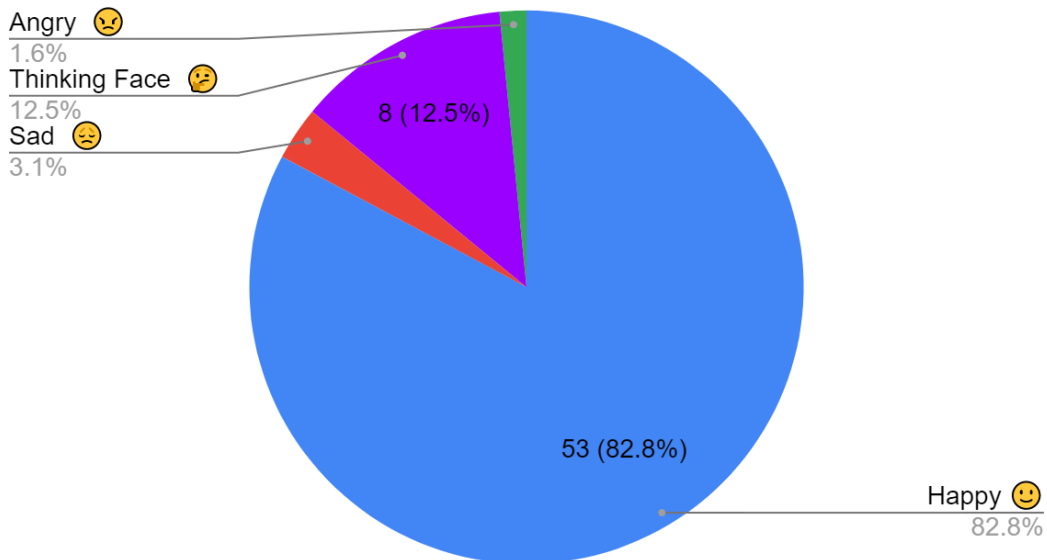
The students' feelings about learning today is illustrated in Figure 4 below.

Students' Feelings About Learning

Figure 4

Students' Feelings About Learning

What Are Your Feelings About Learning Today?

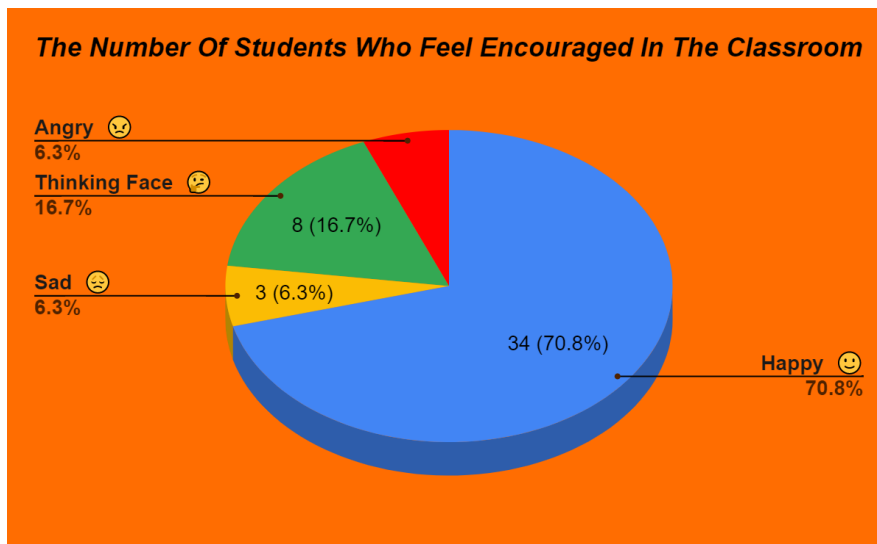


During Weeks One, Two, Three, Four, Five, and Six, 81 students were present, but only 64 answered the question. Fifty-three students 82.8 % (53/64) were happy, two students 3.1% (2/64) were sad because one was missing his dad and the other was another boy was missing his uncle. 8 students 12.5 % (8/64) had their thinking faces on in Week Two, Five, and Six and 1 student 1.6 % (1/64) was angry in Week Five. Due to the students having a choice to participate and a decrease of 8 students in Week Three due to the early release of students, this is the reason that 64 out of 81 students answered the question. Giving students choices does help with social-emotional learning. The children are in tune with their emotions and feelings. Students felt encouraged in the classroom, illustrated in Figure 5 below.

Students Felt Encouraged In The Classroom

Figure 5

How Encouraging Do You Feel in Your Classroom?



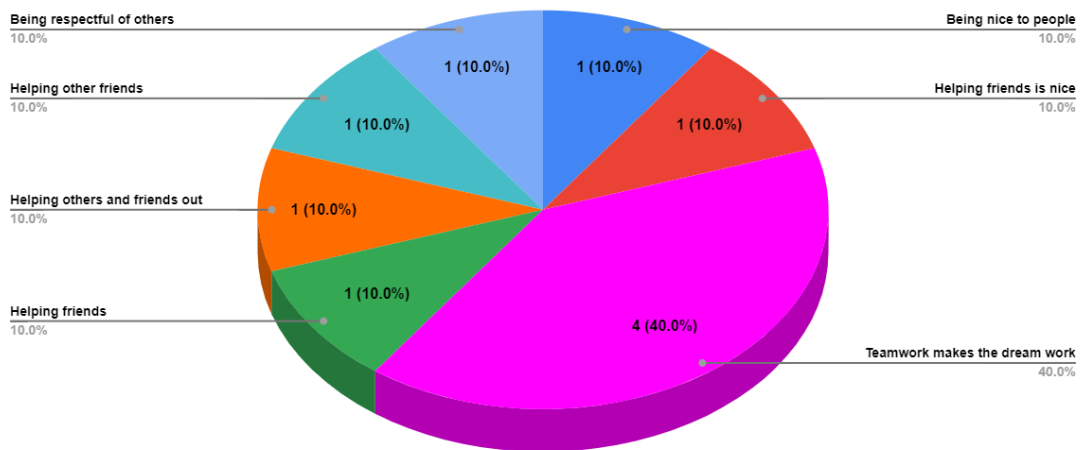
For Weeks One to Six, 81 students present, but only 48 answered the question. Thirty-four students responded that 70.8% (34/48) were happy, 3 students responded 6.3% (3/48) were sad, 8 students responded 16.7% (8/48) had their thinking faces on and 3 student responded 6.3% (3/48) was angry because a girl was trying to punch a hole in a plastic bottle to make something from it in order to recycle it, a boy wanted to be home, and a boy was angry with his mother in Week Six. Due to the students having a choice to participate and a decrease of 8 students in Week Three due to the early release of students is the reason that 48 out of 81 students answered the question. What Students Learn About Teamwork? is illustrated in Figure 6 below.

Teamwork

Figure 6

What Students Learn About Tea

What Did You Learn About Teamwork?



During the study, 10 students participated out of 81 students who were present for six weeks. In Week One, a student suggested that being nice to people (10.0%) is what they learned about teamwork. Week Two, helping friends is nice (10.0%); weeks Three, Four, Five, and Six, teamwork makes the dream work (40.0%), Week Four, helping friends (10.0%); Week Five, helping others and friends out (10.0%), and Week Six, helping other friends (10.0%), and being respectful of others (10.0%) is teamwork. Students know what teamwork is all about.

Teacher's Daily Field Notes

The teacher's daily field notes (see Appendix B) showed the unwanted/inappropriate behaviors and counseling or redirection data for the class as a whole and the two selected students being observed weekly. The unwanted/inappropriate behaviors as a class is illustrated in Table 4, and the two selected students are observed weekly in Table 5 below.

Based on Tables 4 and 5, students engaged with each other but did not follow the rules in Week One; there were 15 unwanted behaviors and three redirections (Figure 9). In Week Two, there were 13 unwanted behaviors and six redirections. In Week Three, there were 13 unwanted behaviors and four redirections. There was a decrease of 4 unwanted behaviors and an increase of 3 redirections from Weeks One and Two (Table 5). There was a decrease of 5 unwanted behaviors (Table 4) and a decrease of 2 redirections from Weeks Two and Three. In Week Four, there were 29 unwanted behaviors and seven redirections. There was an increase of 16 unwanted behaviors and an increase of 3 redirections from Weeks Three and Four. In Week Five, there were 21 unwanted behaviors and five redirections. There was a decrease of 8 unwanted behaviors and a decrease of 2 redirections from Weeks Four and Five. In Week Six, there were 13 unwanted behaviors and two redirections. There was a decrease of 8 unwanted behaviors and

a decrease of 3 redirections. There were 28 unwanted/inappropriate behaviors per selected student and 76 unwanted/inappropriate behaviors as a class. There are more boys students in class than girls, so as a group, there are more behavioral problems with the boys, like fighting, running around the room, not being in assigned spots, not participating, and excessively talking.

Regarding the selected students, the girls had more behavior problems in Week One and Week Two, the boys; in Week Three, they both were equal in behaviors, and in Weeks Four, Five, and Six, the boys. Usually, the two selected students the researcher observed weekly are not doing the most undesired behaviors except for student #7, a boy with eight unwanted behaviors (Table 5) in Week Four (Table 4). In Week Three, due to an early release of students, there was a decrease of 5 unwanted behaviors from Week Two. In Week Four, the children were sick the week before, and some students and the assistant were still sick, and there was an increase of 13 unwanted behaviors. In Week Five, due to students coming off of their spring break, there was a decrease of 2 unwanted behaviors. In Week Six, students were off that Thursday, April 06, 2023, Friday, April 7, 2023 (normal day off), and Monday, April 10, 2023; there was a decrease of 9 unwanted behaviors, and student #11 a boy had four unwanted behaviors and one redirection. While students are learning, they still need to follow the rules of engagement. The unwanted/inappropriate behaviors that the teacher and assistant look for per pre-survey are illustrated in Figure 16 and post-survey in Figure 17 below.

Figure 16

What Unwanted/Inappropriate Behaviors Do The Teacher or Assistant Watch for During CT?
per Pre-Teacher Survey

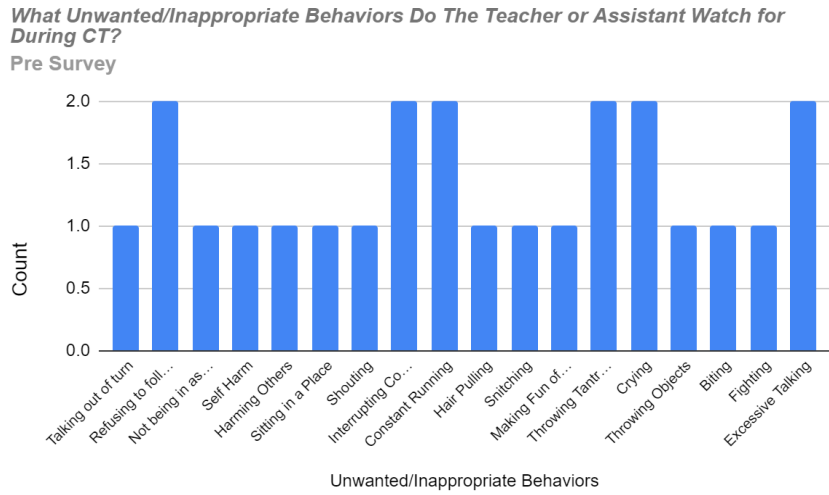
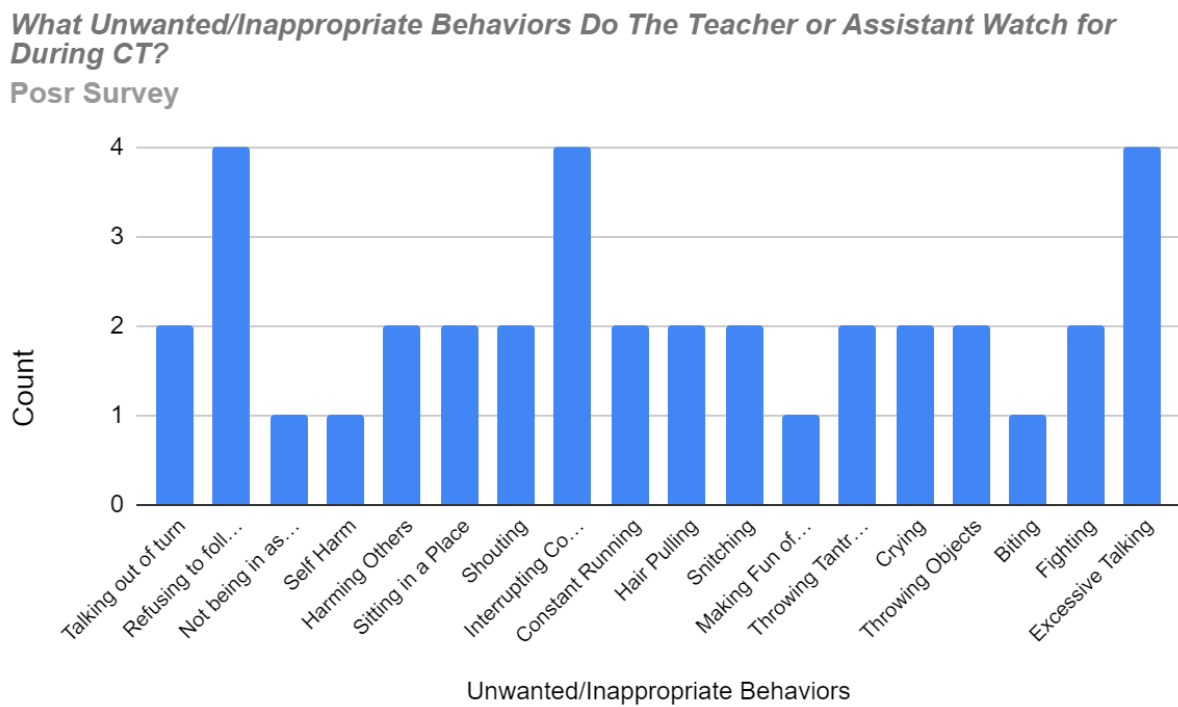


Figure 17

What Unwanted/Inappropriate Behaviors Do The Teacher or Assistant Watch for During CT?
per Post-Teacher Survey



In the pre-survey, teachers and assistants agree that they look for refusing to follow directions, interrupting conversations, constant running, throwing tantrums, crying, and excessive talking. After the post-surveys with four votes, teachers and assistants agree that they look for refusing to follow directions, interrupting conversations, and excessive talking. After the post-surveys with four votes, teachers and assistants agree that they look for refusing to follow directions, interrupting conversations, and excessive talking. Based on Figure 7, 4 students refused to follow directions, and 14 students were excessively talking. Figure 8 showed that one student was refusing to follow a direction, two were interrupting conversations, and three were excessively talking.

Redirections

Redirections were coded in the Circle Time (CT) Activities Observation Checklist and Tally Mark tool and taken down as field notes by the researcher. Redirections were coded as verbal or nonverbal. Figure 9 (Table 6) will show the number of counseling or redirection behaviors during CT below.

Number of Counseling or Redirections

Figure 9

Counseling or Redirections During Circle Time

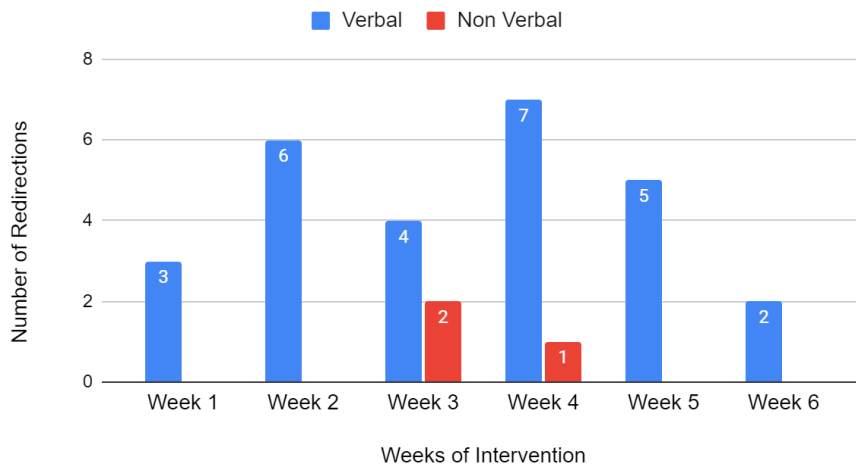
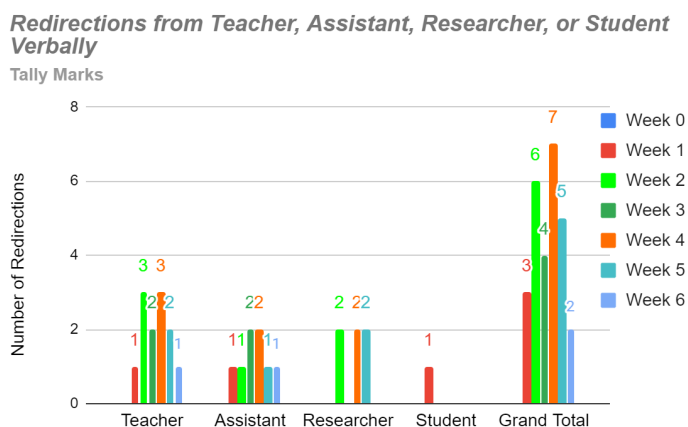
Counseling or Redirections During Circle Time

Table 6 shows that in Week One, there were three verbal redirections; in Week Two, there were six verbal redirections; in Week Three, there were four verbal and two nonverbal redirections; in Week Four, there were six verbal and one nonverbal redirection, and Week Five, there were five verbal. At least six verbal redirections remained consistent in Weeks Two and Four, with at least one nonverbal redirection. In Weeks Two and Three, the listening skills decreased from 8 to 7 to 6 votes. Also, in Week Two, students did Calendar activities. Week Three was an early release for students; only eight attended. In Week Four, students' skills went up in listening, teamwork, making friends, communication, empathy for others, problem-solving, concentration, motivation, self-esteem, speaking, turn-taking, expressing feelings, fun, and behavior management. Two more songs were added to Circle Time, and it took two more minutes to complete Circle Time in Week Four. In Week Five, there was a decrease of one song and a decrease of 2 minutes from Week Four. In Week Six, there was a decrease of 3 redirections from Week Five. The teacher did not play all three song videos to the end, and the Circle Time decreased by 2 minutes from Week Five to Week Six. While students are learning,

they still need to follow the rules of engagement. Redirections from the Teacher, Assistant, Researcher, or Student Verbally are illustrated in Figure 10 below.

Figure 10

Redirections from Teacher, Assistant, Researcher, or Student Verbally



Also, Table 6 shows that in Weeks One, Two, Three, Four, Five, and Six, the teacher had to do ten verbal redirections and two nonverbal redirections of students. In Weeks One, Two, Three, Four, Five, and Six, the assistant had to do seven verbal and one nonverbal redirection of students. In Weeks Two, Four, and Five, the researcher had to do six verbal redirections of students. In Week One, the student had to make one verbal redirection of his classmates. There were a total of 24 verbal redirections and three nonverbal redirections.

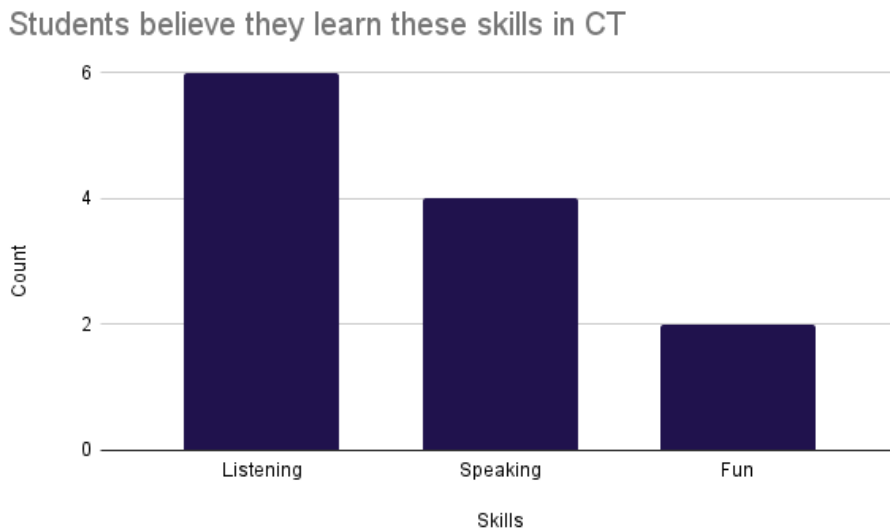
Pre and Post-Intervention Surveys for Students and Teachers

Finally, the pre-and post-intervention surveys' data for students and teachers (Appendix D and Appendix E) showed how children feel differently about the 16 Circle Time activities, 16 skills and relationships, free choices, and expectations. Figure 11 shows the difference between

the Pre-Student Conference Survey on students' beliefs about what they learn in CT and the Pre - Teacher and Assistant Survey on teachers' and assistants' beliefs on what students learn in CT below.

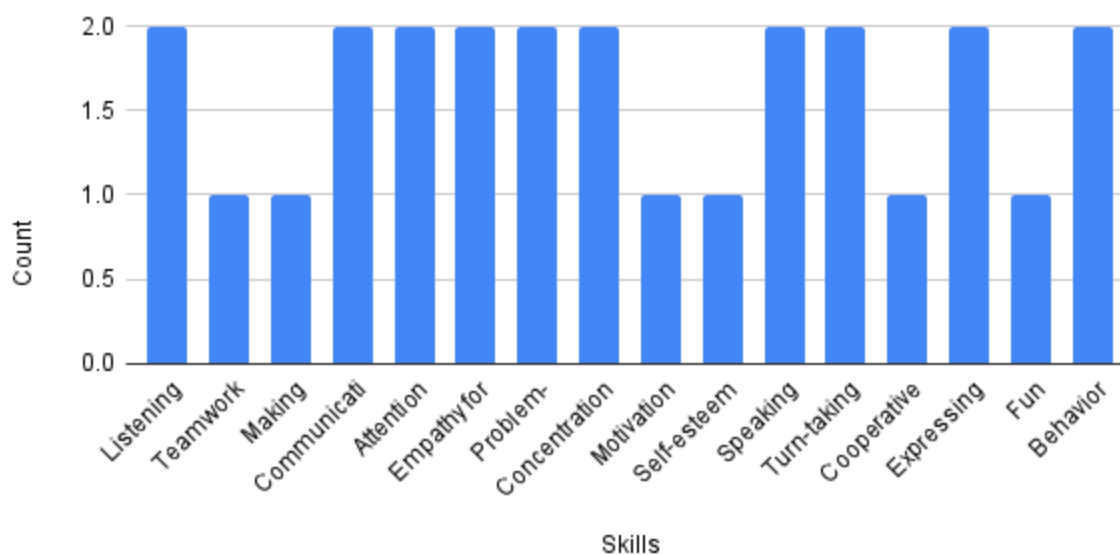
Figure 11

Pre-Student Conference Survey on Students' Beliefs About What They Learn In Circle Time VS Pre-Teacher and Assistant Survey On Teachers and Assistants' Believes On What Students Learn In CT



VS

Teachers and Assistants believe Students learn these skills in CT

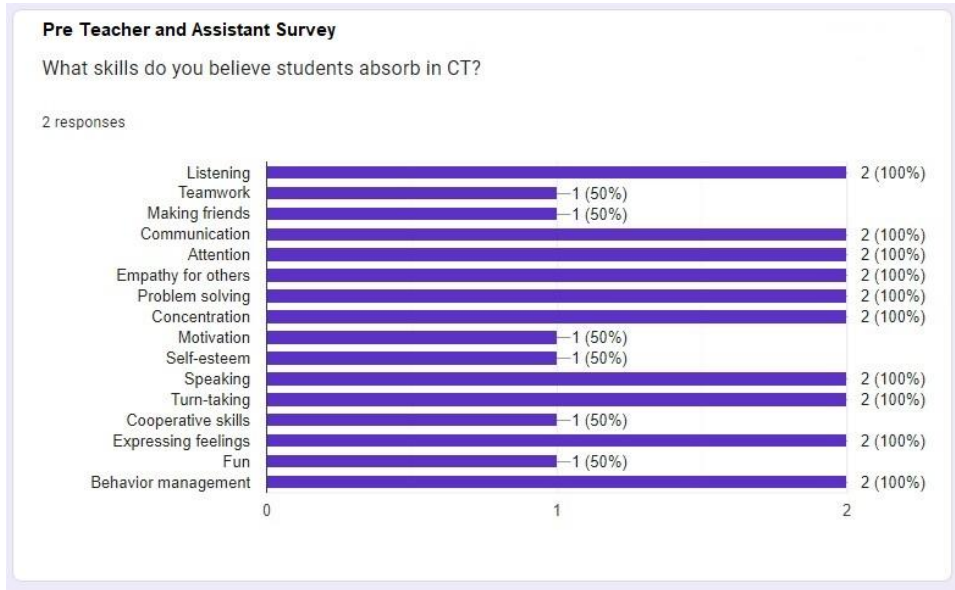


Both students, teacher, and assistant agree that students learn listening skills, speaking, and fun during Circle Time. Both teacher and assistant agree that students learn the following skills during Circle Time: listening skills, communication, attention, empathy for others, problem-solving, concentration, speaking, turn-taking, expressing feelings, and behavior management. One teacher or assistant agreed that students learn teamwork, making friends, motivation, self-esteem, cooperative skills, and fun during Circle Time. The students have learned the importance of teamwork since the pre-survey when you look at Figures 3 and 6. Figure 12 shows the difference between Pre-Teacher and Assistant Survey about what skills students absorb in CT automatically done by the Google form VS Daily Exit Conference Tickets for students who voted on what skills are learned during CT below.

Pre Teacher's Expectations vs Pre Student's Expectations

Figure 12

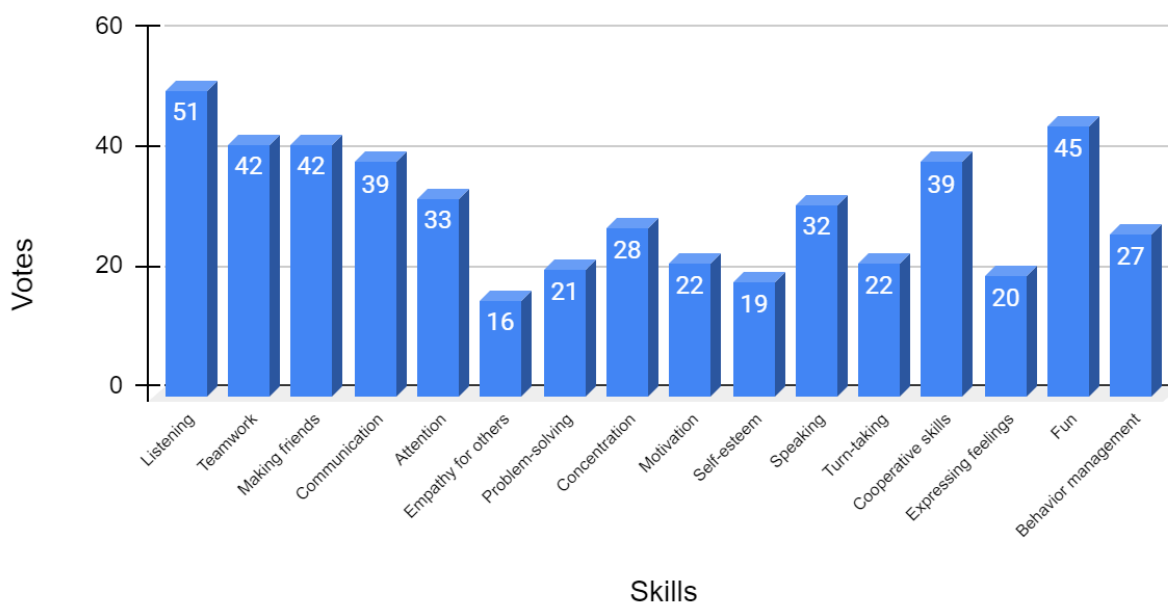
Pre Teacher and Assistant Survey About What Skills Students Absorb in CT automatically done by the Google form VS Daily Exit Conference Tickets For Students Who Voted What Skills Are Learned During CT



VS

Student's Daily Votes

The Number of Students' Votes Who Learned What Skills In Circle Time

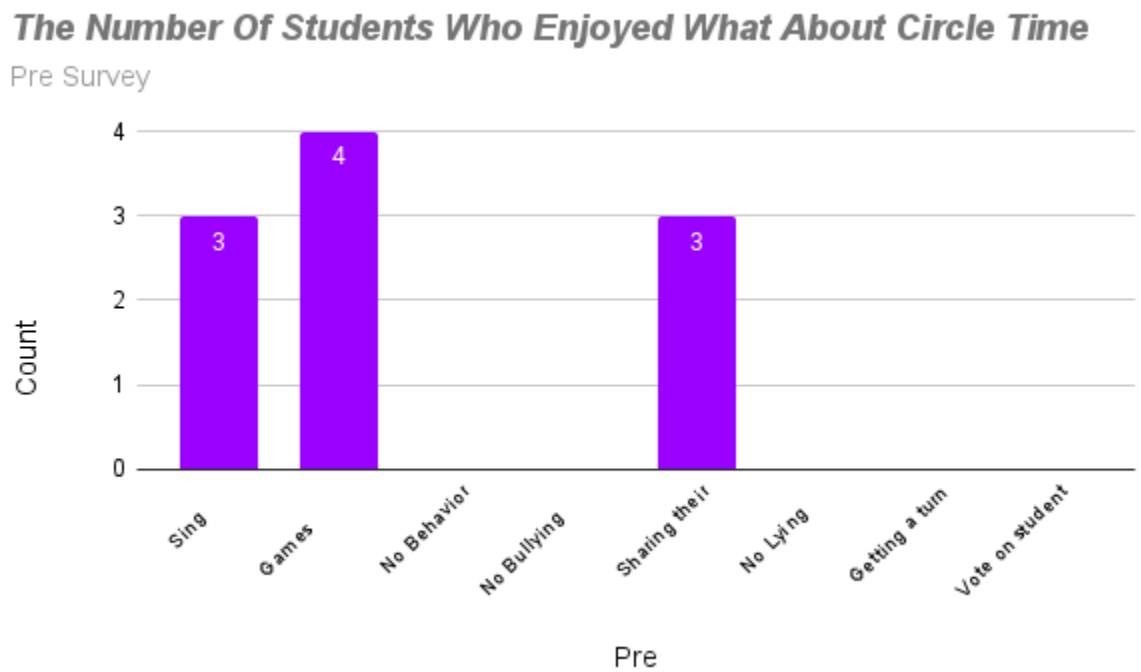


The major themes that have emerged from these charts are that both students, teacher, and assistant agree that students learn these skills indirectly: listening skills, communication, attention, empathy for others, problem-solving, concentration, speaking, turn-taking, expressing feelings, and behavior management during Circle Time. For six weeks straight (Figure 3), students feel that listening skills (51 votes), communication (39 votes), attention (33 votes), teamwork (42 votes), and fun (45 votes) are learned during Circle Time. Students also felt like making friends (42 votes), cooperative skills (39 votes), and speaking skills (32 votes) were important as well during Circle Time. The skills in the top 30th student's votes were: listening skills, teamwork, making friends, communication, cooperative skills, attention, fun, and speaking. Students listen to the teacher, assistant, and each other while working in teams, making friends, cooperating with each other, paying attention, having fun, and speaking with each other were important based on the charts. Students do understand the significance of

relationships building and connecting with each other. Figure 14 illustrates the pre-survey difference between what students VS teachers, and assistants on what was enjoyed about Circle Time below.

Figure 14

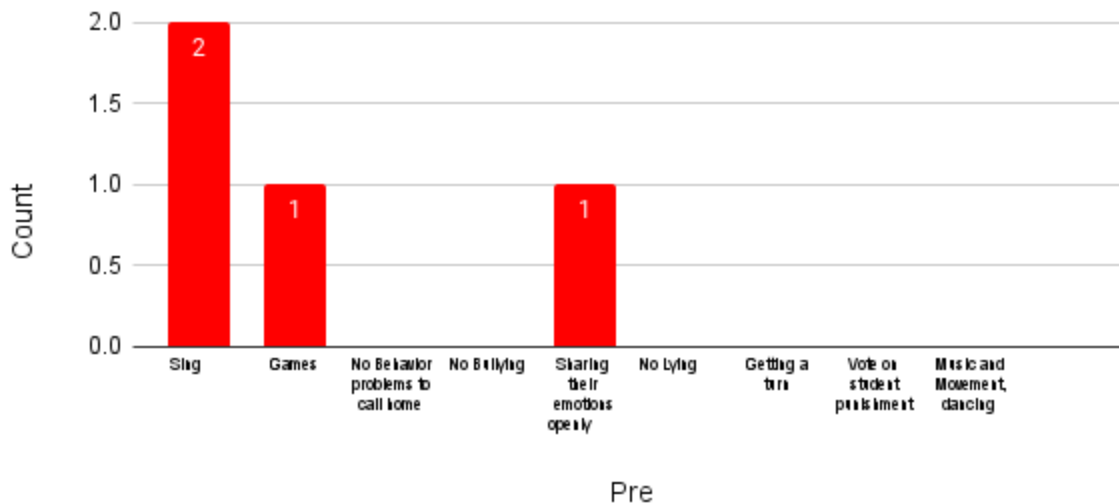
Pre Students VS Pre Teachers and Assistants On What Was Enjoyed About Circle Time



VS

Teachers And Assistants Think Students Enjoyed This About Circle Time

Pre Survey

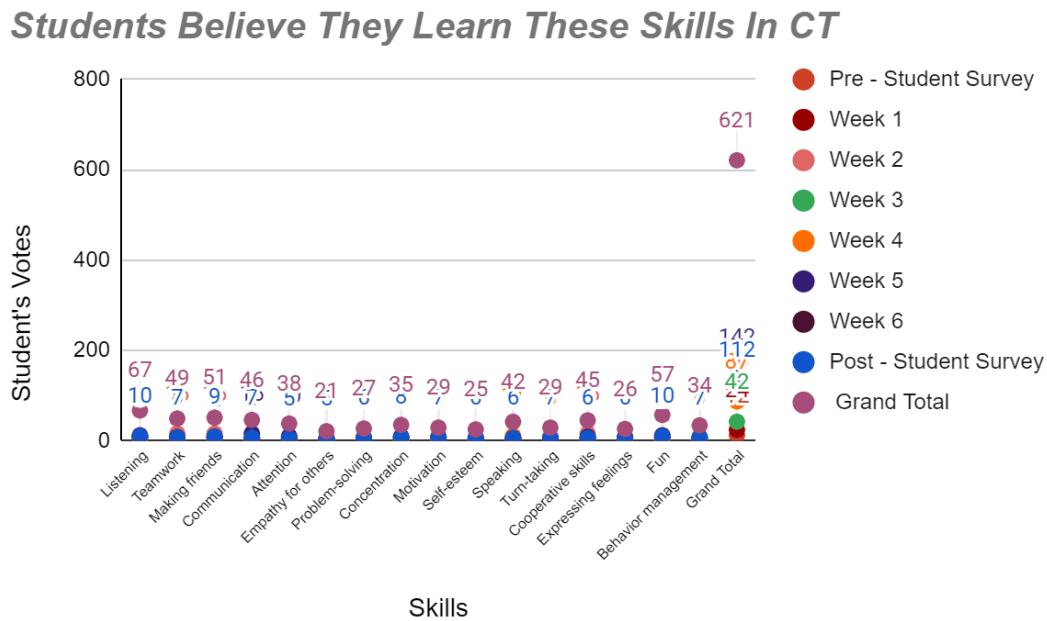


Based on Table 3, in Week Two, students picked a buddy to work with them for the week, and teamwork went from 3 to 16 votes. Making friends, concentration, cooperative skills, and behavior management skills were learned. Week Three was an early release for students; only eight attended. Student's skills increased from their pre-survey to doing the Daily Exit Conference Tickets for six weeks, except for Weeks Two and Three for listening, which went down from 8 to 7 to 6 votes. Teamwork went down from 3 to 16 to 2. Making friends went down from 16 to 2. Communication went down from 4 to 6 to 2. Attention went down from 4 to 7 to 4 to 3. Speaking went down from 6 to 3 votes. Cooperative skills went down from 16 to 3. Fun went down in Weeks Three from 5 to 10 to 2 votes. Week Three students voted that they learned the following skills: empathy for others, problem-solving, motivation, self-esteem, turn-taking, and expressing feelings. Week Four students' skills went up in listening, teamwork, making friends, communication, empathy for others, problem-solving, concentration, motivation,

self-esteem, speaking, turn-taking, expressing feelings, fun, and behavior management. Week Five, all student's skills went up except for speaking and behavior management. In Week Six, making friends was the only skill that went up in a vote. The Figure 15 below shows the graphical representation of Table 3 Student's Skills and Relationships Learned in CT.

Figure 15

Student's Skills and Relationships Learned in CT

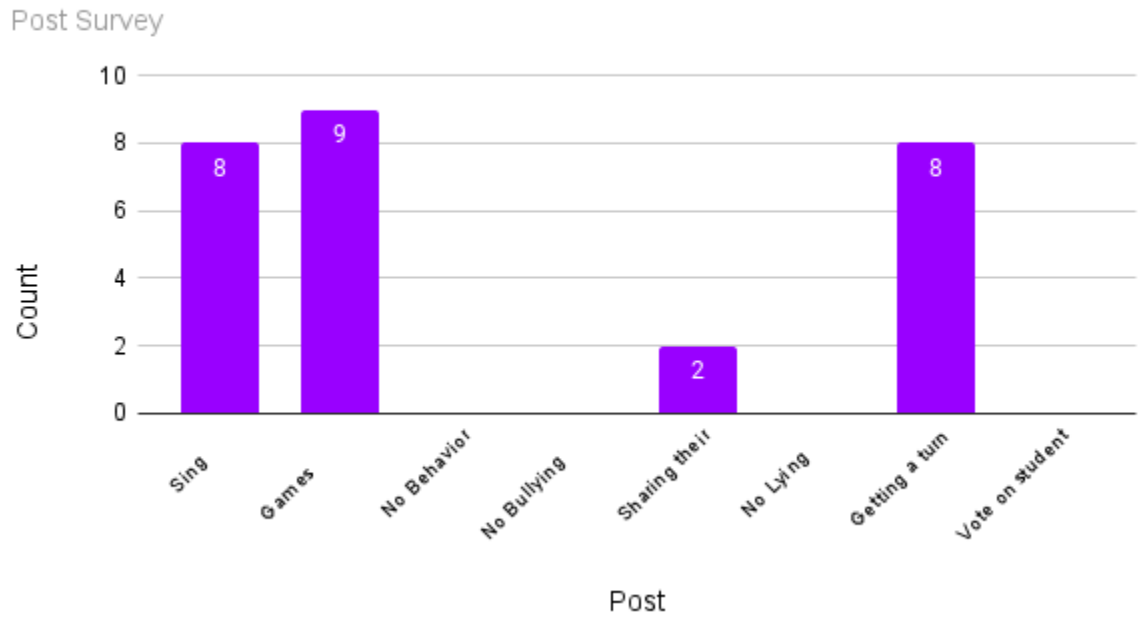


The difference between the Post - Student Conference Survey VS Post-Teacher and Assistant Survey is illustrated in Figure 18 below.

Figure 18

Post - Student Conference Survey VS Post - Teacher and Assistant Survey On What Was Enjoyed About Circle Time

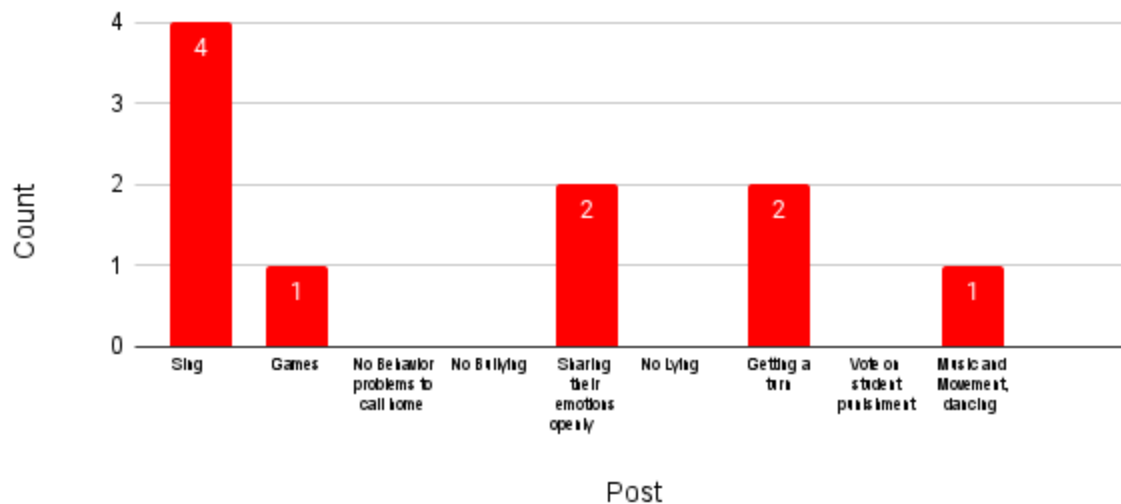
The Number Of Students Who Enjoyed What About Circle Time



VS

Teachers And Assistants Think Students Enjoyed This About Circle Time

Post Survey



After the post-surveys, students, teachers, or assistants think students enjoy singing, playing games, sharing their emotions openly, and getting a turn during Circle Time. The teacher also suggests others - music and movement, and dancing.

Action Plan

The purpose of this study was to identify what is a child's learning process during Circle Time. The research question guiding the research was: What activities occur during Circle Time in early childhood to engage students' social-emotional learning? The data indicates that students were engaged, teachers were able to teach six academics topics in an elementary setting, students got free choices, students were learning during Circle Time while doing mostly the 16 activities, expressing their emotions, got redirected on their behavior, and the 16 social and

emotional skills (SEL) and relationships were engaged directly or indirectly through games, songs, videos, books, and discussions during Circle Time. After the post-surveys, students, teachers, or assistants think students enjoyed singing, playing games, sharing their emotions openly, and getting a turn during Circle Time. The teacher also suggests others - music and movement, and dancing.

Timed Sessions

The actual timed sessions to complete the Circle Time estimated twelve years ago in the first study by Zaghawan and Ostrosky, 2011, was 15 to 20 minutes or 30-45 minutes (Cefai et al., 2014). The average minutes of Circle Time for the six weeks was 24.83 minutes. The participation time indicated that CT had evolved to more activities like Youtube video songs instead of compact discs (CDs) or using both address self-esteem and behavioral demands; many different curriculums were added (National, Academic, Personal, and Social Education (PSE)), and 2003 Every Child Matters agenda), and more games for engagement learning and fostering play (Zaghawan & Ostrosky, 2011; Cefai et al., 2014; Lown, 2002).

Counseling and Redirections

Counseling and Redirections done by the teacher, assistant, researcher, or student during CT were mostly verbal, with a few nonverbal cues in Weeks 3 and 4. There were a total of 24 verbal redirections and three nonverbal redirections. These are important because self-esteem and behavioral demands were added to CT to address the emotional-behavioral demands of students and youngsters in an elementary setting (Lown, 2002).

Student and Teacher's Expectations

Based on Table 2, students realize the consequence of building relationships and connecting through teamwork or buddy partners for the week. Students felt encouraged in the classroom by being happy 70.8% of the time and being sad or angry 6.3%.

Teaching academic skills during CT is valid for this research because for six weeks, numbers, letters, shapes, colors, and weather activities were done except for calendar only done for four weeks, and reading books only done one week during CT. Teachers also feel that they are part of the educational setting, students feel that CT is too long because of the structured nature, and kids want to play all day if you let them.

Circle Time (CT) as being too long as too much time dedicated to classroom counseling discussions (Leach & Lewis, 2013) is valid for Week Four because the teacher discussed “Angry,” and Circle Time lasted 27 minutes. The teacher instructed students that if students were angry, they could breathe in and out three times to calm down, beat on the punching bag, or go into the play tent to calm down. It is also true for Week One because the teacher discussed the classroom rules with students of having their listening ears on, their looking eyes on, their quiet voices on, their walking feet on, and their helping hands on. The word “Afraid” was learned indirectly in the Youtube video song “Going on a Bear Hunt - The Kiboomers Preschool Songs for Circle Time”. CT lasted 26 minutes.

After the post-surveys, students, teachers, or assistants think students enjoy singing, playing games, sharing their emotions openly, and getting a turn during Circle Time. The teacher also suggests others - music and movement, and dancing. These are important because students have to foster play, exercise, engage in social-emotional learning (SEL), cooperate with each other, and participate in CT (Zaghlawan & Ostrosky, 2011; Cefai et al., 2014).

Findings

The major themes that have emerged are that both students, teacher, and assistant agree that students learn these skills indirectly: listening skills, communication, attention, empathy for others, problem-solving, concentration, speaking, turn-taking, expressing feelings, and behavior management during Circle Time (Figures 12 and 13). For six weeks straight (Figure 3), students feel that listening skills (51 votes), communication (39 votes), attention (33 votes), teamwork (42 votes), and fun (45 votes) are learned during circle time. Attention is the first step of Robert Gagne's instructional model (Hassan and Baloch, 2020, pp. 55 - 61).

Skills With 30 or More Students Votes

Students also felt that making friends (42 votes), cooperative skills (39 votes), and speaking skills (32 votes) were important as well during Circle Time. The skills in the top 30th student's votes were: listening skills, teamwork, making friends, communication, cooperative skills, attention, fun, and speaking. Students listen to the teacher, assistant, and each other while working in teams, making friends, cooperating with each other, paying attention, having fun, and speaking with each other were important.

Calendar Activities

When students did any Calendar activities in Weeks Two, Three (as a class - Table 4), Five, and Six, unwanted behaviors and redirections decreased (see Tables 4-5 and Figures 9 - 10). For example, there was a decrease in 4 unwanted behaviors from Weeks One and Two (Table 5). There was a decrease of 2 redirections from Weeks Two and Three. There was a

decrease of 8 unwanted behaviors (Tables 4 -5) and a decrease of 2 redirections from Weeks Four and Five. There was a decrease of 8 unwanted behaviors and a decrease of 3 redirections from Weeks Five and Six.

Recommendations

Based on the findings of this action research, five recommendations were made. First, continue to pair students with a buddy partner for the week so that students can continue to recognize that building relations and connecting with each other is important to developing/growing skills like listening, teamwork, friendship, expressing oneself, esteem, and communication (Cefai et al., 2014). Second, do more Calendar activities to decrease unwanted behaviors, and teachers get to teach six academic skills during CT. When students know their schedule and the teacher says something like the word “this week,” students will have a buddy partner, which makes it structural (Zaghlawan & Ostrosky, 2011). Third, do Weather (seasons) related activities because while teaching six academic skills during CT, teachers feel that they are part of the educational setting (Zaghlawan & Ostrosky, 2011). Fourth, do some Simon Says to teach children to follow the rules, concentrate, learn, engage, and develop listening skills (Chzhen et al., 2022; Cefai et al., 2014). The Head Start could purchase a Simon Says Electronic game toy by Hasbro. Fifth, to eliminate CT, the teacher does not have to play the songs (CDs and videos) to the end. This study would directly benefit the participants by helping to inform CT practices in the Head Start through Social-Emotional Learning (SEL), children input/free choices, and relationships (Cefai et al., 2014; Leach & Lewis, 2013; Zaghlawan & Ostrosky, 2011). Early childhood and elementary educators would benefit as well since CT was

implemented and increased in approval among educators in the past from instruction, enhanced subject knowledge, and reduce the time for well-leveled curricula like National, Academic, and Personal and Social Education (PSE), and 2003 Every Child Matters agenda (Lown, 2002; Chand, 2008).

Conclusion

Even before it was called CT and could be traced back to Indigenous traditions, Circle Time usage benefited youngsters everywhere. Aforementioned before, the data indicates that students were engaged, teachers were able to teach direct academics topics in an elementary setting, students got free choices, students were learning during Circle Time while doing mostly the 16 activities, expressing their emotions, got redirected on their behavior, and the 16 social and emotional skills (SEL) and relationships were engaged directly or indirectly through games, songs, videos, books, and discussions during Circle Time.

The actual timed sessions to complete the Circle Time estimated twelve years ago in the first study by Zaghawan and Ostrosky, (2011), was 15 to 20 minutes or 30-45 minutes (Cefai et al., 2014). The average minutes of circle time for the six weeks was 24.83 minutes. The participation time indicated that CT had evolved to more activities like Youtube video songs instead of the compact disc (CDs) or using both to address self-esteem and behavioral demands; many different curriculums were added (National, Academic, Personal, and Social Education (PSE)), and 2003 Every Child Matters agenda), and more games for engagement learning and fostering play (Zaghawan & Ostrosky, 2011; Lown, 2002). Like in Week Four, the teacher discussed “Angry,” and Circle Time lasted 27 minutes. This research will directly benefit the participants by helping to inform CT practices in the Head Start through Social-Emotional

learning (SEL), children input, and relationships. CT is fundamentally a technique of nearing the mission of teaching children and young people personal and social skills while seated on the floor in a circle (Lown, 2002; Leach & Lewis, 2013). Students listened to the teacher, assistant, and each other while working in teams, making friends, cooperating with each other, paying attention, having fun, and speaking with each other were important. The Head Start program can continue to pair students with a buddy partner for the week to teach students teamwork and do more Calendar activities to decrease unwanted/inappropriate behaviors.

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Table 1*Circle Time Activities*

Circle Time Activities Table 1	Frequency Weeks							Grand Total
	0	1	2	3	4	5	6	
Academics - Numbers		1	1	1	1	1	1	6
Academics - Letters		1	1	1	1	1	1	6
Academics - Shapes		1	1	1	1	1	1	6
Academics - Colors		1	1	1	1	1	1	6
Academics - Calendar			1	1		1	1	4
Academics - Reading Books	0					1		1
Center Preview		1	1	1	1	1	1	6
Discussion		1	1	1	1	1	1	6
Roll Call/Attendance		1	1	1	1	1	1	6
Social emotional		1	1	1	1	1	1	6
Songs		1	1	1	1	1	1	6
Weather		1	1	1	1	1	1	6
Simon Says	0							0
Musical Game		1	1	1	1	1	1	6
Calming-Down Game		1	1	1	1	1	1	6
Unspecified		1	1		1	1	1	5
Grand Total	0	13	14	13	13	15	14	82

Table 2*Social and Emotional Study Skills Table*

Social and Emotional Study Skills Table 2	Frequency		Weeks	Votes			Grand Total
	1	2	3	4	5	6	
Listening skills	8	7	6	8	12	10	51
Teamwork	3	16	2	6	8	7	42
Making friends		16	2	7	8	9	42
Cooperative skills		16	3	5	9	6	39
Communication	4	6	2	4	16	7	39
Problem-solving			3	5	7	6	21
Self-esteem			2	4	7	6	19
Empathy for others			2	3	6	5	16
Expressing feelings			2	3	9	6	20
Grand Total	15	61	24	45	82	62	289

Table 3*Student's Skills and Relationships Learned in CT*

Student's Skills and Relationships Learned in CT Table 3	Pre - Student Survey	Daily Exit Conference Tickets Student Votes						Post - Student Survey	Grand Total
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
Listening	6	8	7	6	8	12	10	10	67
Teamwork		3	16	2	6	8	7	7	49
Making friends			16	2	7	8	9	9	51
Communication		4	6	2	4	16	7	7	46
Attention		4	7	4	3	10	5	5	38
Empathy for others				2	3	6	5	5	21
Problem-solving				3	5	7	6	6	27
Concentration			4	2	4	9	8	8	35
Motivation				2	4	9	7	7	29
Self-esteem				2	4	7	6	6	25
Speaking	4		6	3	11	6	6	6	42
Turn-taking				2	6	7	7	7	29
Cooperative skills			16	3	5	9	6	6	45
Expressing feelings				2	3	9	6	6	26
Fun	2	5	10	2	6	12	10	10	57
Behavior management			2	3	8	7	7	7	34

Grand Total	12	24	90	42	87	142	112	112	621
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Table 4*Unwanted/Inappropriate Behaviors As A Class*

Unwanted/Inappropriate Behaviors As A Class	Daily Field Notes							Grand Total
Table 4		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Talking out of turn				1				1
Refusing to follow a direction				1	3			4
Not participating			2	1	3	1	3	10
Not being in assigned spot		1	2	1	4	3	1	12
Self Harm				1				1
Harming Others				1	2			3
Sitting in a Place		1				2	1	4
Shouting				1				1
Constant Running			2		5	2		9
Snitching		2						2
Crying						1		1
Throwing Objects		1				4		5
Fighting		2	6			1		9
Excessive Talking		3			3	4	4	14
Grand Total		10	12	7	20	18	9	76

Table 5

Unwanted/Inappropriate Behaviors Per Selected Student

Unwanted/Inappropriate Behaviors Per Selected Student Table 5	Week 1	Week 1	Week 2	Week 2	Week 3	Week 3	Sub Grand Total
	Student #1 - Boy	Student #2 - Girl	Student #3 - Girl	Student #4 - Boy	Student #5 - Boy	Student #6 - Girl	
Talking out of turn	1	1	0		1		3
Refusing to follow a direction							
Not participating	1			1	1	1	4
Not being in assigned spot		1			1	1	3
Harming Others							
Sitting in a Place						1	1
Interrupting Conversations							
Constant Running							
Throwing Objects							
Excessive Talking		1					1
Sub Grand Total	2	3	0	1	3	3	12

Table 6*Counseling or Redirections*

Counseling or Redirections Table 6	Frequency							Grand Total	Types of Redirections
	0	1	2	3	4	5	6		
Teacher		1	3	1	2	2	1	10	Verbal
Teacher				1	1			2	Non Verbal
Assistant		1	1	1	2	1	1	7	Verbal
Assistant				1				1	Non Verbal
Researcher			2		2	2		6	Verbal
Student		1						1	Verbal
Grand Total		3	6	4	7	5	2	27	

ACTIVITIES AND SKILLS IN CIRCLE TIME

School or Daycare: _____ Page 442

Classroom: _____ **Appendix A** Revised:2-20-2023

Circle Time Activities Observation Checklist and Tally Mark

Date: _____ Begin Time: _____ End Time: _____ Total Time: _____

Observer Name: _____ Total Students: __ Girls: __ Boys: __

Check the Activity that occurred	"Behavior Activity	Definition	Tally Marks for unwanted behavior (see field notes page)
	Academics	Discussion about different academic topics like: Numbers, Letters, Shapes, Colors, Calendar, and Reading books. Check each one that applies below!	
	Numbers ×		
	Letters ×		
	Shapes ×		
	Colors ×		
	Calendar ×	Activities that involve the calendar and conversations about the date/week/month/year etc	
	Reading books ×	The teacher reads a book to children and has a conversation with the children about it	
×	Center preview	A transition activity, where the teacher informs the children of the various activities taking place in the different stations	
×	Discussion	Conversations around topics not related to the curriculum, such as weekend activities	

ACTIVITIES AND SKILLS IN CIRCLE TIME

School or Daycare: _____ Page 442

Classroom: _____ **Appendix A** Revised:2-20-2023

x	Roll call/Attendance	Checking who is absent and who is present that day	
x	Social emotional	Activities that involve talking and discussing different feelings and emotions that children express in daily life activities, conflicts, resolutions, friendship skills	
x	Songs	The teacher and children sing a song that is not part of an academic theme or social/emotional topic	
x	Weather	Activities that involve the weather and conversations about temperature/rain etc	
x	Simon Says	This helps children start to listen, look and concentrate	
x	Musical Game	The teacher might beat a drum or similar instrument, and children march on the spot, imitating the beat: loud, soft, fast, slow etc. When the instrument stops, the children stop too.	
x	Calming-Down Game	The teacher tells the children to freeze on the spot, like statues. The statues then slowly melt to the ground.	

ACTIVITIES AND SKILLS IN CIRCLE TIME

School or Daycare: _____ Page 442

Classroom: _____ **Appendix A** Revised:2-20-2023

<p>x</p>	<p>Unspecified</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Activities that do not fit in any of the above categories"</p>	
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Appendix B
Daily Field Notes

Date:

School or Daycare: _____

Classroom: _____

Activity: Circle Time

Student #	Unwanted/Inappropriate Behaviors	Verbal Comments	Participation (Yes/No)
<hr/>	<ul style="list-style-type: none"> ● Talking out of turn ● Refusing to follow a direction ● Not participating ● Not being in assigned spot ● Self Harm ● Harming Others ● Sitting in a Place ● Speech Mistakes ● Sleeping ● Frequent Show of Aggression ● Lying ● Shouting ● Interrupting Conversations ● Constant Running ● Hair Pulling ● Snitching ● Making Fun of Others 		

	<ul style="list-style-type: none">● Throwing Tantrums● Crying● Throwing Objects● Biting● Fighting● Stealing● Excessive Talking		
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Appendix C

Exit Conference Ticket

Date: _____

School or Daycare: _____

Classroom: _____

1. What are your feelings about learning today? Circle one



Happy



Sad



Thinking face



Angry

2. What skills did you learn in Circle Time today? Select all that apply:

- Listening
- Teamwork
- Making friends
- Communication
- Attention
- Empathy for others
- Problem-solving
- Concentration
- Motivation
- Self-esteem
- Speaking
- Turn-taking
- Cooperative skills
- Expressing feelings
- Fun
- Behavior management

3. What did you learn about teamwork?

4. How encouraging do you feel in your classroom? Why?



Happy



Sad



Thinking face



Angry

5. What is one thing you love doing when you are not in school?

6. Do you have any questions? Yes or No and Why?


Appendix D

Student Conference Survey






School or Daycare: _____




Date: _____

1. Do you enjoy Circle Time (CT)? Yes or No
2. How much did you enjoy it? Circle One:




- A little bit 
- Quite a bit 
- Considerable 
- Altogether 
- Not at all 

3. What do you enjoy about Circle Time? Select all that apply:






- Sing 
- Games 
- No Behavior problems to call home 
- No Bullying 
- Sharing my emotions openly 

- No Lying 
- Getting a turn 
- Vote on student punishment 


4. How much did you learn during CT? Circle One:


- A little bit 
- Quite a bit 
- Considerable 
- Altogether 
- Not at all 

5. What do you dislike about circle-time? Select all that apply:

- Sing 
- Games 
- Behavior problems (call home) 
- Bullying 
- Sharing my emotions should be private 

- Lying 

- Not getting a turn 

- Vote on student punishment 

6. If you had three choices during Circle Time, what would they be?"

7. What skills do you believe you learn in CT? Select all that apply;

- Listening
- Teamwork
- Making friends
- Communication
- Attention
- Empathy for others
- Problem-solving
- Concentration
- Motivation
- Self-esteem
- Speaking
- Turn-taking
- Cooperative skills
- Expressing feelings
- Fun
- Behavior management

8. During Circle Time, do you feel part of a family? Yes or No

9. Do you like learning remotely while using electronic devices? Yes or No









Appendix E

Teacher Survey

Teacher Name: _____









Daycare or School Name: _____

Date: _____

1. How long have you been doing Circle Time (CT) since it started in 2002?
2. Do you believe CT is enjoyable to students? Yes or No
3. Do you think students are mostly engaged during CT? Yes or No
4. What do you think students enjoy about circle-time? Select all that apply:
 - Sing 
 - Games 
 - No Behavior problems to call home on 
 - No Bullying 
 - Sharing my emotions openly 
 - No Lying 
 - Getting a turn 
 - Vote on student punishment 
 - Other _____
5. What skills do you believe students absorb in CT? Select all that apply;
 - Listening
 - Teamwork

- Making friends
- Communication
- Attention
- Empathy for others
- Problem solving
- Concentration
- Motivation
- Self-esteem
- Speaking
- Turn-taking
- Cooperative skills
- Expressing feelings
- Fun
- Behavior management
- Other _____

6. What do you think students dislike about circle-time? Select all that apply:

- Sing 
- Games 
- Behavior problems (call home) 
- Bullying 
- Sharing my emotions should be private 
- Lying 
- Not getting a turn 
- Vote on student punishment 
- Other _____

7. What unwanted behaviors do you watch for during CT? Select all that apply;

- Talking out of turn

- Refusing to follow a direction
- Not being in assigned spot
- Self Harm
- Harming Others
- Sitting in a Place
- Speech Mistakes
- Sleeping
- Frequent Show of Aggression
- Lying
- Shouting
- Interrupting Conversations
- Constant Running
- Hair Pulling
- Snitching
- Making Fun of Others
- Throwing Tantrums
- Crying
- Throwing Objects
- Biting
- Fighting
- Stealing
- Excessive Talking
- Other _____

8. Do you have any suggestions to improve CT? Yes or No and Why?