The Effects of Character Education on Social-Emotional Behavior

Diane M. Dodds
St. Catherine University, dmdodds@stkate.edu

Follow this and additional works at: https://sophia.stkate.edu/maed

Part of the Educational Methods Commons, and the Educational Psychology Commons

Recommended Citation
Dodds, Diane M.. (2016). The Effects of Character Education on Social-Emotional Behavior. Retrieved from Sophia, the St. Catherine University repository website: https://sophia.stkate.edu/maed/137

This Action Research Project is brought to you for free and open access by the Education at SOPHIA. It has been accepted for inclusion in Masters of Arts in Education Action Research Papers by an authorized administrator of SOPHIA. For more information, please contact amshaw@stkate.edu.
The Effects of Character Education on Social-Emotional Behavior

An Action Research Report

By Diane M. Dodds
The Effects of Character Education
on Social-Emotional Behavior

Diane M. Dodds
St. Catherine University
December 11, 2015
Abstract

The addition of character education to school curricula has become an increasingly popular response to today’s heightened emphasis for students to succeed on academic high stake tests, leaving little regard for the development of social-emotional competencies. The purpose of this research was to study the effects of character education on the social-emotional behavior of elementary students in a private Montessori school. The study consisted of 18 students in a grade 1-4 classroom over a period of five weeks. Data was collected through daily tallying of negative behavior and through incident forms as well as student pre- and post-test evaluations regarding self and social awareness. Findings indicated that negative behaviors decreased overall and that student understanding of values improved. In addition, the data also indicated that there remains a need for character education to continue for more definitive results.
Is character education valuable or just another trendy fad? Can social–emotional lessons truly make a difference in a child’s success in school and life? As an administrator, I have encountered a growing number of behavioral problems in our elementary program despite our comprehensive Montessori philosophy and curriculum for cognitive, social, and emotional learning. During the past year, there was an increase in incident reports and behavior visits to my office. The issues include a lack of sportsmanship, collaboration, emotional meltdowns, disrespectful peer arguments, and bullying from “ring leaders” among students. I believe these behaviors may be the result of a lack of character education in the classroom.

The study consisted of 18 elementary students in a grade 1-4 classroom who attend a private Montessori school in suburban New Jersey. The students are from middle-upper class families who have high academic expectations for their children. The class is composed of 9 first graders, 5 second graders, 2 third graders and 3 fourth graders with fifty percent of the students new to the classroom this year. Four of the returning students were recommended for evaluation by the child study team due to behavioral and learning concerns.

This action research project studied the effects of character education on the social-emotional behavior of elementary students. Through review of the literature, there are many benefits to the implementation of character education into the elementary program which leads me to ask: What are the effects of character education on social-emotional behavior?

**Literature Review**

The No Child Left Behind Act (NCLB), implemented to improve student achievement and educational accountability, has created a rigorous, sole focus on academics (Elias, 2009; Leverett, 2006; Lickona, 2001). In today’s educational climate,
schools face high pressure to perform and earn rewards for preparing their students to succeed on high stake tests. The NCLB does not recognize the social and emotional development of students and research shows the needs of the entire child are not being met (Elias, 2009; Leverett, 2006; Lickona, 2001). Studies indicate that the social and emotional development of a student is an integral and necessary piece of a child’s education and does not take away valuable time from academic lessons (Berkowitz & Bier, 2005; Berkowitz & Schwartz, 2004; Durlak, Weissberg, Dymnicki, Taylor, & Schelinger, 2011; Elias, 2009; Leverett, 2006; Van Velsor, 2009; Zins, Bloodworth, Weissberg, & Walberg 2004). Research confirms that there is a significant relationship between social and emotional skills with academic success and school performance (Berkowitz & Schwartz, 2004; Collaborative for Academic, Social, and Emotional Learning, 2003; Durlak et al., 2011; Elias, 2009; Flay & Allred, 2003; Zins et al., 2004).

Participants in a meta-analysis of school-based social and emotional learning produced an 11% gain in academic achievement (Durlak et al., 2011). There is clear evidence that character education across the curriculum can produce a 40% increase in standardized reading scores (Flay & Allred, 2003). Studies also present relevant findings of improved social and emotional skills, attitudes, behaviors and related outcomes of school success resulting from social and emotional intervention. It is impossible for schools to function without respect, responsibility, honesty, trust, positive relationships, caring, justice, integrity, and good citizenship (Elias, 2009). There is growing empirical evidence that supports the incorporation of social and emotional learning into educational standards.
Social and Emotional Learning

The literature refers to numerous definitions of SEL; however one resource stands out as the one most frequently cited in research studies. The Collaborative for Academic, Social, and Emotional Learning (CASEL, 2003) has defined social-emotional learning (SEL) as the skills or talents that students require to empathize with others, establish beneficial relationships, manage their emotions, and achieve positive goals. Researchers from CASEL (2003) provide a framework of five competencies in SEL: social-awareness (i.e., relationship building, empathy), self-awareness (i.e., recognizing emotions, strengths, and needs), self-management (i.e., impulse control, stress management, motivation, and discipline), decision making (i.e., situational analysis and problem solving), and relationship management (i.e., communication and negotiation).

Through SEL, children recognize their ability “to integrate thinking, feeling and, behaving to achieve important life tasks” (Zins et al., 2004, p. 194). SEL goes beyond teaching children mathematics, reading, and writing. It encourages development of problem-solving, decision-making, empathy, self-control, working in groups, and clear communication (Elias, 2009). SEL has as much of an impact in highly social and emotionally skilled children as much as lower social and emotionally competent children (Raimundo, Marques-Pinto, & Lima, 2013).

The Fundamental Connection of Academic, Social and Emotional Learning

In a climate of academic accountability, the productivity of and connection to SEL becomes increasingly vital (Berkowitz & Schwartz, 2004; Elias, 2014; Elias, 2009; Zins et al., 2004). Emotions and feelings can further or hinder student behavior, habits, and academic learning (Durlak et al., 2011; Lickona, 2001; Twemlow, Fonagy, Sacco,
Statistics for a 30 year period (1960s-1990s) show that three out of four students admitted to cheating on an exam, four out of ten children said they had stolen something from a store, and four out of ten said they would lie in order to get a job (Berkowitz & Schwartz, 2004). These statistics provide evidence that students are not developing competencies to be successful students or responsible citizens. Ultimately, educators cannot avoid social and emotional learning. Teachers intentionally or unintentionally shape character in students simply by example and association (Berkowitz & Bier, 2005). Students will acquire “hidden curriculum” just by watching how other people treat each other in their presence (Berkowitz & Schwartz, 2004).

Recent brain-based research provides evidence of the positive role of SEL in academic achievement (Goleman, 2008; Wooley & Rubin, 2006). Brain research also reveals that there is a fundamental connection between the brain’s learning and emotions (Wooley & Rubin, 2006). Teachers play a significant role in strengthening brain pathways between affect, language, and cognition (Wooley & Rubin, 2006). Children taught strategies to cope, communicate, and manage emotions can maintain focus in academic and relational learning contexts (Wooley & Rubin, 2006). Students who learn to self-calm develop greater strength in brain circuits (Goleman, 2008).

**Implementation of Active Social-Emotional Learning**

The teaching of social and emotional skills alone is not enough. Providing children with opportunities of real application is essential (Elias, 2006; Van Velsor, 2009; Zins et al., 2004). SEL programs vary but evidence-based SEL programming must include self-awareness, social awareness, self-management, relationship skills, decision-
making, opportunities for positive behavior, community involvement and a safe and cooperative learning environment (CASEL, 2003; Elias, 2014; Lantieri & Nambiar, 2012; Zins et al., 2004). In a CASEL (2003) review of 80 national programs, 34% integrated SEL directly into the curriculum and academic teaching. When SEL was incorporated into academic subject matter, 83% of the 80 programs produced academic gains (CASEL, 2003). Evidence-based SEL program elements include content in social awareness, self-awareness, and problem-solving (Berkowitz & Bier, 2005). Aspects should include student reflection, brainstorming, practicing skills and developing an understanding of oneself and others (Raimundo et al., 2013).

Social awareness is the capability to recognize the perspective of others. Morning Meetings provide a positive tone for the day, a sense of belonging, and an opportunity for grace and courtesy (Kriete, 2006). Students in the classroom begin to know each other individually, culturally and how their verbal and body language affects others. Morning Meetings create opportunities for active listening, manners, team-building, acknowledgment and authentic conversations (Kriete, 2006).

Service is another way of successfully creating social awareness through empathy (Berkowitz & Schwartz, 2004; Berman & Hansberry-McCarthy, 2006). When students ethically identify problems and consider other’s perspectives, they develop an understanding and vision of civic duty. Collaborative assignments help develop skills needed to relate effectively to classmates (Ladd, Kochenderfer-Ladd, Ettekal, Sechler, & Cortes, 2013; Van Velsor, 2009).

Self-awareness is the ability to know one’s self and be able to use this knowledge in cooperative situations (CASEL, 2003). When students are self-aware, they learn to
regulate their emotions and control impulses, obtaining the ability to solve their own problems (Duffell et al., 2006). Emotions can take over reason which is why self-control is necessary (Lickona, 2001). Self-reflection and journaling provide opportunities for students to manage emotions by examining how their body feels, self-calm and problem solve (Duffell et al., 2006). Students that do not have these relationship skills will be susceptible to altercations and loss of friendship. Students benefit by examining positive qualities of characters in literature (Berkowitz & Schwartz, 2004; Griffin, 2014). One example is to provide literature in the curriculum that shows characters resolving conflict as part of the story (Freeman, 2013).

Good character is composed of “knowing the good, desiring the good, and doing the good” (Lickona, 2001, p. 240). The three habits of the mind, heart and action help students to judge what is right, care about what is right, and finally do what is right (Lickona, 2001). Students can recognize moral knowing through situational analysis of character dilemmas and make a reflective decision. These habits are not ingrained and must be taught and practiced in order for students to apply them in real life situations (Lickona, 2001).

Academic, social and emotional learning all contribute toward characteristics needed for healthy and competent individuals for now and later in life (CASEL, 2015; Elias, 2009; Lickona, 2001; Van Velsor, 2009; Vu & Locke, 2014; Wooley & Rubin, 2006; Zins et al., 2004). Research shows that there is a direct connection between SEL, the competencies desired by employers, and employee performance (Cherniss & Goleman, 2006). Social-emotional tools include listening, conflict resolution, impulse management, and empathy (Elias, 2009; Lantieri & Nambiar, 2012). According to a
survey by the American Society for Training and Development, four out of five companies want to promote emotional intelligence in their employees (Cherniss & Goleman, 2006). However, these employers would prefer that their employees had already developed these skills before entering the workforce (Cherniss & Goleman, 2006). SEL skills are not innate and easier to learn when one is young (Goleman, 2008). These skills are important for children to learn in their early years so that they have the tools necessary for success throughout life. This action research project is designed to study the effects of character education on the social-emotional behavior of elementary students.

In life, does it matter, who works well with others, who is prepared for what they must do, who can function as part of a team, and who is an ethical person? Are these any less important than algebra, geometry, chemistry, and spelling grades? (Elias, 2009, p. 836)

**Description of Research Process**

For this action research project, I implemented a character education curriculum for elementary students based on strategies supported by the literature. Although these lessons were added as a regular part of classroom activities, parents were given the option of having their child’s data not included in this study; one family opted out. I did not choose a pre-designed, packaged curriculum designed by an outside agency or organization, but rather a compilation of various lessons tailored to Montessori philosophy and the needs of the students. The curriculum included situational values discussions, characters in literature, relaxation exercises, and a collaborative service project. During a 5 week period, a daily thirty minute character education session was
incorporated into the elementary program. Monday lessons focused on situational values discussions: accepting others/respect, honesty, compassion, responsibility, and fairness. Students shared their own personal definition, thoughts, and beliefs on the specific value through a classroom conversation producing various on-task and off-task options. These discussions provided students with concrete examples of situations from which to choose an appropriate representation of the focused value. Tuesdays and Thursday were designated for emotional intelligence. Students meditated using guided breathing or imagery relaxation, yoga, and mindfulness or the presence of the moment. A poster entitled “Caught in the Act of Doing Good” was hung in the classroom and students were encouraged to place a round sticker in a gumball machine picture to acknowledge observed positive behavior (Appendix A). Wednesday lessons provided character situations in literature focusing on an explicit value. After hearing a short story read out loud, students were given writing prompts with specific questions to share their interpretation and thoughts (Appendix B). Friday activities were centered on the organization of a coat drive to benefit a local charity. This service project required both peer collaboration and community between students. I constructed three teams of students: marketing, advertising, and collection. Each team was composed of on-task leaders, returning students, and new students. The marketing team was responsible for designing and making coat drive posters to hang throughout the school. The advertising team was responsible for sending a flyer to all the teachers in the school asking them to email the details to their classroom families (Appendix C). The collection team decorated collection boxes for the hallways.
Character education homework was given on Thursdays and was explained as not mandatory. Each assignment’s intention was to create optimism, intrigue, interest, and enjoyment for the student. Two assignments followed YouTube videos: A Listening Walk and Everybody Needs a Rock. Students were asked to go on a listening walk as homework for week 1 and to select their own rock for week 2. The remaining three assignments were: do a puzzle with family, spend an hour doing something you choose, and read a joke or comic strip. Students eagerly shared their experiences about the given assignments during a classroom circle.

Data collection was triangulated using observational, inquiry, and artifact sources. Observational sources included Behavior Incident forms (Appendix D) and tallies of negative behaviors (Appendix E) throughout the entire school day. All elementary teachers were asked to opt-in to be an active participant in data collection and were trained so that the data recording was as consistent and uniform as possible. Teachers were asked to complete Behavior Incident forms only if necessary for situations that required administrator and/or parent involvement, e.g., a student was physically hurt and a parent needed to be notified. Teachers were asked to tally the frequency of negative behaviors observed throughout each school day whether they occurred during class, lunch, recess, or physical education. Negative behaviors were defined as emotional meltdowns, physical aggression, verbal arguments, and off-task behaviors. Tallies were recorded daily for each individual student. All behavior forms were collected at the end of each week so that an interim analysis could be conducted.

Inquiry sources were obtained from students’ pre and post-test using a rating scale for their individual perception of the classroom’s social climate (Appendix F). Students
were given a rating scale for their overall perceptions of 1-5 for their own individual behavior and for other student behavior regarding kindness, honesty, sportsmanship, respect, and cooperation. The rating scale equated to 1 for always, 2 for most of the time, 3 for sometimes, 4 for rarely, and 5 for never. Students were also given an emotional self-assessment pre and post–test to share how they felt while at school, choosing from a provided list of adjectives and descriptions, e.g., confident or frustrated, and to share their intentions while at school, e.g., I try to learn new things or I try to fool around (Appendix G).

Finally, artifact sources were achieved through five weeks of coordinated and planned out daily lessons with weekly student journaling. I paired Monday value discussions respectively with Wednesday literature situations and journaling. I programmed two days per week on emotional intelligence to address my previous experience with emotional meltdowns in the elementary classroom (Appendix H).

**Analysis of Data**

Students completed both behavioral and emotional assessment surveys (pre-test) prior to the implementation of Character Education and then after the completion of the 5 week course (post-test) with the intention of evaluating whether or not student perceptions had changed. Upon review of the behavioral pre-test almost 60% of the students felt they were “always” respectful toward other students. The post-test results showed an increase of 4% in this category (Figure 1). In addition, the “mostly” respectful response showed an increase of 9%.
Figure 1. An analysis of respect

However, when students were asked to evaluate whether respect was “always” given by their classmates, the pre-test percentage was only 35%. The post-test response indicated a positive increase to 45%. A factor to consider for this increase is that 50% of the students were new to the classroom and did not know each other well at the beginning of the study. This is supported by an increase of 17% in the emotional survey between pre- and post-test for the choice of “I have friends.” As students also participated in more exercises centered on respect, the post test increase seemed to indicate that they had a better understanding of the term, resulting in a more favorable opinion of their classmate’s behavior.

In the area of honesty, students were given two statements to respond to: I tell the truth; and the students in our classroom tell the truth. The “always” honest response was chosen by 89% of the students in the pre-test but the post-test response decreased to 78% (Figure 2). Upon further review of the raw data, I determined that two of the students who had rated themselves as “always” honest had now rated themselves as “mostly” honest in their post-test response. I attribute this 11% decrease as a result of the students'
better understanding of the term honesty. It is the only value that was taught where a decrease occurred in the self post-test.

![Figure 2: An analysis of honesty](image)

*Figure 2.* An analysis of honesty

When asked to evaluate their classmates’ level of honesty, 45% responded “sometimes” honest while the “always” honest response was 33%. Initially, I was disappointed with student responses, however this statistic falls in line with the other values queried regarding classmates on the pre-test. The post-test “always” and “mostly” honest results remained the same but there was a decrease of 11% in the “sometimes” honest response and an increase of 6% in the “never” honest category. These results were discouraging as I was hopeful that lessons on honesty would have a greater impact on all of the students. The questions that need to be answered are: Why don’t they feel their classmates tell the truth and why after 5 weeks of character education perceptions become more negative? Factors that may have influenced their negative perceptions were incidents that occurred outside of the classroom, such as the hallway, bathroom, or after-care interactions, as well as play-dates outside of school hours.
The students were asked about their opinions of fairness. Their “always” fair percentages in both the pre- and post-test remained at 61% (Figure 3). Moreover in the post-test, the “mostly” fair response increased by 11% and “sometimes” fair decreased respectively. These statistics are not supported by the documented negative behavior regarding fairness, especially in Physical Education class. Perhaps students did not make a correlation between the terms fairness and good sportsmanship.

![Figure 3. An analysis of fairness](image)

The highest pre-test value was 45% in the “sometimes” fair response. Conversely, the highest post-test value was 45% in the “mostly” fair response. Student opinion of classmate fairness changed from a neutral position to a positive one. The “always” fair assessment of classmates stayed the same at 22% in both the pre- and post-tests. This data was encouraging as a step in the right direction of their understanding of what fairness means. This was further supported by students feeling a greater sense of “peace” on the post-test emotional assessment.

For the value of compassion, students rated themselves 70% positively in the pre-test with this percentage increasing to 87% in the post-test (Figure 4). A factor that may
have contributed to this increase was the service project of collecting coats for those in need conducted as a part of this study.

Figure 4. An analysis of compassion

Student views of classmates’ compassion changed negligibly between the pre- and post-test. The pre-test provided a positive value of 57% and the post-test had a positive value of 59%. The “never” compassionate response remained at 2% in the pre- and post-test. Perhaps students did not know their classmates well enough or perhaps the definition for compassion was too broad and included too many aspects.

The students viewed themselves as responsible as indicated in the combined responses of “always” and “mostly” responsible totaling 66% in the pre-test and 83% in the post-test (Figure 5). This supports the trend that students have a strong positive assessment of themselves which is present among the other values.
Their perception on the pre-test was not as positive for their classmates. The combined responses of “always” and “mostly” responsible totaled 34% in the pre-test and 61% in the post-test. One factor in the post-test may be as behavior improved, perceptions became more positive. Another contributing factor may have been the collaborative teams required by the service project.

Upon review of the overall pre-and post-tests, students rated themselves higher than their peers (Table 1). One trend that existed throughout the pre- and the post-test was that students assessed themselves higher than their classmates. The other trend was that their self rating was the same or better between the pre- and post-test, however they rated their classmates higher on the post-test than they did on the pre-test.
Table 1. Comparison of Self to Peers

<table>
<thead>
<tr>
<th></th>
<th>Self</th>
<th>Peer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test positive percentage</td>
<td>76%</td>
<td>52.4%</td>
</tr>
<tr>
<td>Post-test positive percentage</td>
<td>87.6%</td>
<td>62.4%</td>
</tr>
<tr>
<td>Pre/Post Change</td>
<td>11.6%</td>
<td>10%</td>
</tr>
</tbody>
</table>

N=18

This study was undertaken with the primary goal of improving social-emotional behavior in an elementary Montessori environment. While it is valuable to see that student understanding of values improved over the 5 weeks, the actual behavior did not improve until week 3 of the study. In fact, negative behaviors increased in week 2 (Figure 6).

Figure 6. A Timeline of Negative Behaviors
Additionally, there was a slight increase of negative behaviors during week 5. One variable that affected the study was that 4 out of the 18 students accounted for 80% of the overall documented incidents. Another variable was student-parent interventions with an administrator were held during week 2. Although I would like to believe the implementation of Character Education had the greatest impact on developing positive behavior, I did not see a decrease in negative behaviors until I had parental involvement. This partnership provided reinforcement and support of the values being taught.

Emotional meltdowns and physical incidents decreased after week 2 (Figure 7). Off-task behaviors accounted for 88% of all behavioral incidents during the 5 week study. The raw data in week 1 and 2 showed a total number of 83 off-task behaviors, while weeks 3-5 showed a combined total of 84 incidents. Variables that may have affected this decrease included individual teacher expectations of students and students’ understanding of these expectations. There was a 29% decrease on the emotional survey in the responses of “I try to waste time” and “I try to fool around”.

![Figure 7. A Breakdown of Negative Behaviors](image-url)
As a result of collecting and analyzing the data, a follow-up action plan will be put in place and discussed in the next section of this action research project.

**Action Plan**

The purpose of this study was to research the effects of character education on social-emotional behavior. The design enabled students to develop knowledge in chosen character attributes and to recognize the influence that their own mood and attitude has on their own behavior. After analyzing the data, it is evident that there remains a need for character education to continue in this elementary classroom for its full potential to be realized. While the overall total negative behaviors decreased and were at the lowest point during week 4, there was an increase during week 5, which may have been impacted by student picture day. The pre- and post-test surveys showed that there is still a lack of self and social awareness in the areas of respect, responsibility, honesty, compassion, and fairness. This study was conducted during the first 5 weeks of the school year and 50% of the students were new to the classroom, so there was little previous bonding and peer relationships had yet to be built. The statistics shows that character education lessons led to a decrease in emotional meltdowns during the study. In addition, I see a better understanding of presented values among students, particularly in their ability to recognize positive behaviors between peers. The findings of my study are limited by the size of the sample, inconsistent pre- and post-test ratings, and time constraints. The conclusions drawn may still be valuable for other schools or environments of a similar size.

Several variables could have impacted my results. First and foremost, this action research project was conducted at the beginning of a new school year and relatively short
in length. Behaviors and relationships in the classroom were in a “honeymoon” phase. The time limitation of 5 weeks did not permit frequent repetitive lessons. In an effort to be thorough, I believe I presented too many values and skills in the study. My curriculum included value discussions, relaxation techniques, studies of characters in literature, and a service project. Perhaps my curriculum should have been simplified, choosing only one of the previous activities mentioned or choosing one value, such as respect, as the sole focus. A scientifically-backed, pre-packaged character education program may have provided different results.

The elementary teachers were a key component to this study. All five teachers were trained to document negative behaviors and participate in reinforcement of character traits and values throughout the day. However, their teaching or disciplinary styles and their understanding of my presented expectations may have differed from one another. This may have resulted in an inconsistent tallying and interpretation of observed behaviors. Is it possible that many of the documented “off-task” behaviors are better defined as a lack of academic concentration or focus and not really a lack of social-emotional skills?

Another variable to consider is the individual student’s interpretation and understanding of the language I used in the character education curriculum. Although I attempted to have all students participate in character discussions, perhaps conversation at times became too abstract. This study also used two different qualitative surveys and had many questions on each. Students grew weary and as a result, the data is inconsistent at times. Subsequent pre- and post-test surveys need to be simplified and more focused.
For future practice, I would split the students into smaller groups for some of the lessons, instead of leading large group lessons only. I would also like to incorporate taught values more into concrete skills, such as having the elementary students lead or model values in the younger student programs.

Since kindness and compassion were rated low in the post-test, I would like to incorporate additional community service opportunities in field trips to a senior center or food bank. Another idea is to have a speaker from one of the local charities visit the classroom to speak about their work with disadvantaged children. I have an interest in building a future study around solely the values of compassion and kindness.

In conclusion, I will continue to implement character education for the students in an effort to further good human beings, not just good students. “The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education” (Martin Luther King Jr., n.d.).
References


Duffell, J. C., Beland, K., & Frey, K. (2006). The second step program: Social-emotional skills for violence prevention. In M. J. Elias & H. Arnold (Eds.), The educator’s...
guide to emotional intelligence and academic achievement (pp. 161-174).


(2011). The impact of enhancing students’ social and emotional learning: A meta-
analysis of school-based universal interventions. Child Development, 82(1), 405-
432.

need for whole school and community-linked approaches. Journal of Character
Education 10(1), 37-42.

Elias, M. J. (2009). Social-emotional and character development and academics as a dual
focus of educational policy. Educational Policy, 23(6), 831-846.

Elias, M. J. (2008). The other side of the report card. School Leader, November-

M. J. Elias & H. Arnold (Eds.), The educator’s guide to emotional intelligence and


Brainyquote.com: www.brainyquote.com/quotes/authors/r/roy-barnes.html


Appendix A
Caught in the Act of Doing Good Acknowledgement
Appendix B
Sample Writing Prompt

Name: ____________________________ date: ______________

Do you think it is responsible to let the fireflies free?
Appendix C
Coat Drive Flyer

“Coat Giveaway”

Please donate new or gently used coats, scarves & gloves

Collection at [Redacted]

9/25-10/14

Bring them to school and put them in the box labeled “Coat Giveaway”

These items are needed for men, women, & Children

Coats will be donated to [Redacted]

Thank you for your support!
Appendix D
Behavior Incident Form

Location: ___________________________  Date: ______________ 

Student: ____________________________

Incident: _______________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Action(s) Taken: 
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Parent notified: ____________________________

Teacher signature: ____________________________

Researcher signature: ____________________________
Appendix E
Behavior Tally Form

Week: ______________________________________________

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: PE1(JS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>= emotional meltdown in physical education with John Smith</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Undesired Behaviors:

C = classroom
PE = physical education class
L = lunchroom
R = recess

1 = emotional meltdown (Student initials)
2 = physical incident
3 = verbal incident
4 = off-task behavior

Teacher observations about week:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Appendix F
Student Rating Scale for Self & Social Awareness

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Mostly</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students in our classroom are kind to each other</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I am kind to the students in our classroom</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The students in our classroom care about each other</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I care about the students in our classroom</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The students in our classroom tell the truth</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I tell the truth</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The students in our classroom are good sports</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I am a good sport</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The students in our classroom help each other</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I help other students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The students in our classroom are respectful</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I am respectful to others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The students in our classroom listen to each other</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I listen to other students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I ask for help when I need it</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The students in our classroom are cooperative</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I am cooperative with other students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>My classmates enjoying being with me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I enjoy being with my classmates</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Appendix G  
Student Self Emotional Assessment

Student Name: ___________________________  Date: __________________

**When I am in school I feel:**

<table>
<thead>
<tr>
<th>Feeling</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peaceful</td>
<td>Confident</td>
<td>Afraid</td>
<td>Sad</td>
</tr>
<tr>
<td>I have friends</td>
<td>I have no friends</td>
<td>Safe</td>
<td>Sick</td>
</tr>
<tr>
<td>I want to go home</td>
<td>Happy</td>
<td>Dumb</td>
<td>Kind</td>
</tr>
<tr>
<td>Teachers listen to me</td>
<td>Students listen to me</td>
<td>Healthy</td>
<td></td>
</tr>
<tr>
<td>Frustrated</td>
<td>Smart</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**When I am in school I try to:**

<table>
<thead>
<tr>
<th>Action</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have friends</td>
<td>Be a good sport</td>
<td>Get my way</td>
<td></td>
</tr>
<tr>
<td>Cause trouble</td>
<td>Waste time</td>
<td>Do my best</td>
<td></td>
</tr>
<tr>
<td>Follow rules</td>
<td>Solve problems</td>
<td>Fool around</td>
<td></td>
</tr>
<tr>
<td>Get others in trouble</td>
<td>Respect others</td>
<td>Be a leader</td>
<td></td>
</tr>
<tr>
<td>Disturb others</td>
<td>Learn new things</td>
<td>Interrupt others</td>
<td></td>
</tr>
<tr>
<td>Be first in line</td>
<td>Be in charge</td>
<td>Take care of materials</td>
<td></td>
</tr>
<tr>
<td>Follow directions</td>
<td>Help classmates</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Action Research Lesson Plan

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Intelligence</td>
<td>Emotional Intelligence</td>
<td>Emotional Intelligence</td>
<td>Emotional Intelligence</td>
<td>Emotional Intelligence</td>
</tr>
<tr>
<td>Peer Relationship Problems</td>
<td>Peer Relationship Problems</td>
<td>Peer Relationship Problems</td>
<td>Peer Relationship Problems</td>
<td>Peer Relationship Problems</td>
</tr>
<tr>
<td>Reading, Speaking, and Writing</td>
<td>Reading, Speaking, and Writing</td>
<td>Reading, Speaking, and Writing</td>
<td>Reading, Speaking, and Writing</td>
<td>Reading, Speaking, and Writing</td>
</tr>
<tr>
<td>Textbooks: p. 77, p. 120</td>
<td>Textbooks: p. 77, p. 120</td>
<td>Textbooks: p. 77, p. 120</td>
<td>Textbooks: p. 77, p. 120</td>
<td>Textbooks: p. 77, p. 120</td>
</tr>
<tr>
<td>Explain Project</td>
<td>Explain Project</td>
<td>Explain Project</td>
<td>Explain Project</td>
<td>Explain Project</td>
</tr>
<tr>
<td>Meet the Collaborative Team</td>
<td>Meet the Collaborative Team</td>
<td>Meet the Collaborative Team</td>
<td>Meet the Collaborative Team</td>
<td>Meet the Collaborative Team</td>
</tr>
<tr>
<td>Homework:</td>
<td>Homework:</td>
<td>Homework:</td>
<td>Homework:</td>
<td>Homework:</td>
</tr>
<tr>
<td>Homework:</td>
<td>Homework:</td>
<td>Homework:</td>
<td>Homework:</td>
<td>Homework:</td>
</tr>
</tbody>
</table>

### Notes
- **Week 1:** Introduce the Collaborative Team
- **Week 2:** Explain the Project
- **Week 3:** Social-Emotional Behavior
- **Week 4:** Social-Emotional Behavior
- **Week 5:** Social-Emotional Behavior

### Homework
- Read textbooks: p. 77, p. 120
- Complete the Collaborative Team
- Explain the Project
- Social-Emotional Behavior